

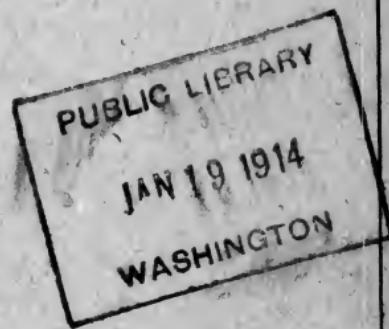
62d CONGRESS }  
2d Session }

HOUSE OF REPRESENTATIVES

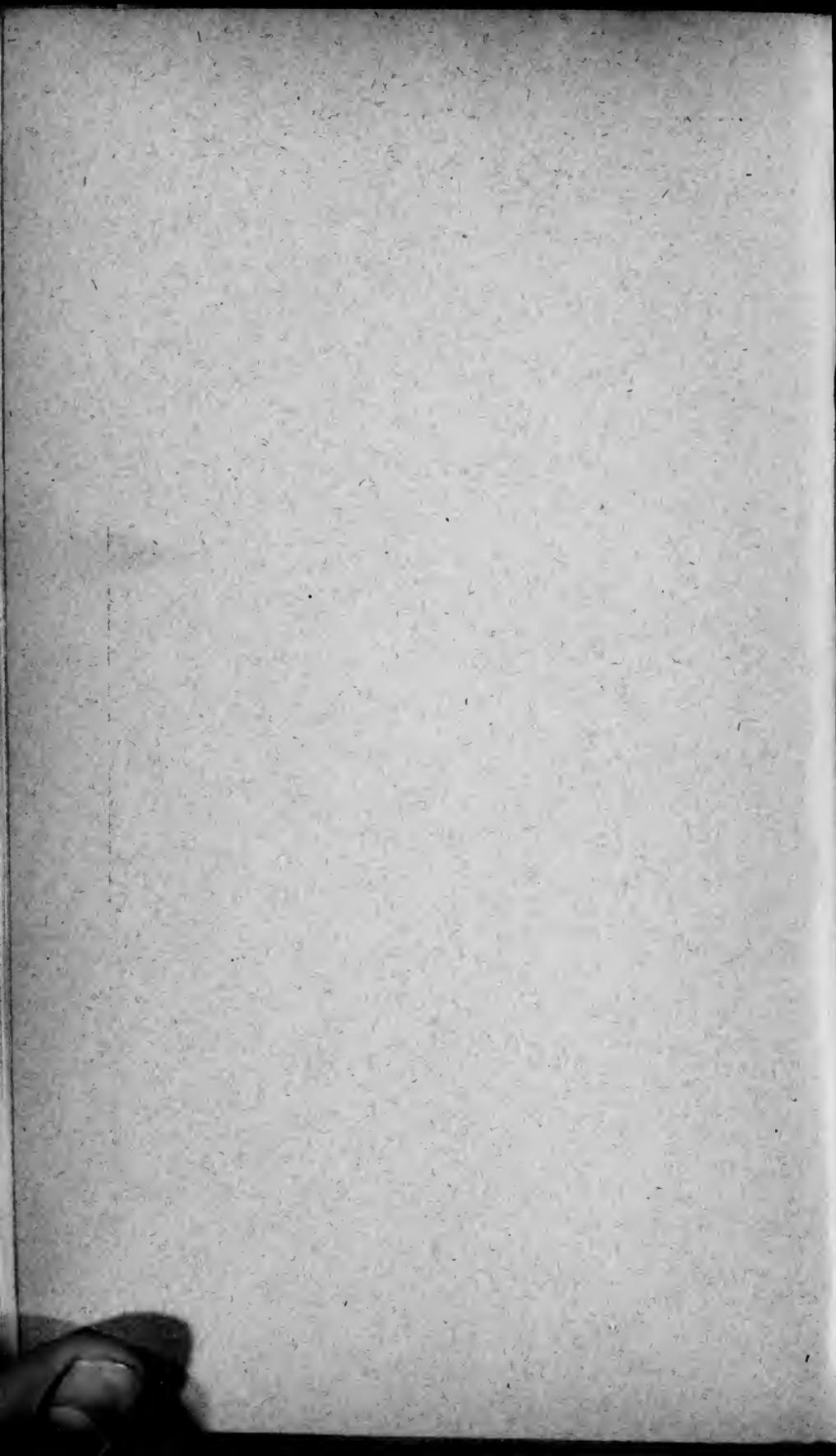
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No. 123

ANNUAL REPORT OF THE  
COMMISSIONERS OF THE  
DISTRICT OF COLUMBIA  
YEAR ENDED JUNE 30, 1911

Vol. IV  
REPORT OF  
THE BOARD OF EDUCATION



WASHINGTON  
1913



ANNUAL REPORT OF THE  
COMMISSIONERS OF THE  
DISTRICT OF COLUMBIA  
YEAR ENDED JUNE 30, 1911

Vol. IV  
REPORT OF  
THE BOARD OF EDUCATION





## REPORT OF THE BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

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*To the Commissioners of the District of Columbia:*

On July 1, 1910, the board of education was organized by the election of Mr. William V. Cox as president and Mrs. Ellen Spencer Mussey as vice president. Mr. Henry P. Blair was appointed for three years, to succeed Dr. Barton W. Evermann. Mr. Richard R. Horner and Mrs. Elizabeth Hoeke were reappointed. In December, 1910, Mr. Cox presented his resignation to the justices of the Supreme Court of the District of Columbia and was succeeded by Mr. Ernest H. Daniel, whose appointment covered the remainder of the fiscal year. Upon Mr. Cox's withdrawal from the board, Mr. James F. Oyster succeeded him as president.

Several notable changes occurred during this school year. Mr. Percy M. Hughes, assistant superintendent of schools since July 1, 1906, resigned to take effect February 28, 1911. In June, 1911, Mr. A. T. Stuart, superintendent of schools, informed the board of his desire to relinquish the superintendency. He was succeeded by Dr. William Mehard Davidson, of Omaha, Nebr. Supt. Davidson entered on his duties July 1, 1911. The vacancy in the office of assistant superintendent was filled by the promotion of Mr. Ernest L. Thurston, supervising principal of the third division. Mr. Stephen E. Kramer, the director of intermediate instruction, was transferred to position of supervising principal, and the office of director of intermediate instruction thus made vacant was filled by the appointment of Mr. A. T. Stuart. The several latter officials entered on their new duties on July 1, 1911.

Respectfully submitted.

JAS. F. OYSTER,  
*President Board of Education.*



## C O N T E N T S .

	Page.
Report of the president of the board of education.....	3
School calendar.....	8
Brief school directory, 1911-12.....	9
Superintendent Stuart's report.....	19
General statistics of the schools:	
Enrollment.....	50
Teachers.....	51
Cost of day schools.....	52
Cost of night schools.....	52
Enrollment of night schools.....	53
Relative number of pupils enrolled in the different groups of schools.....	55
Attendance, teachers, buildings, rooms, cost per pupil, summary of.....	55
Pupils, by grades, enrollment of.....	57
Pupils, by grades and sexes, enrollment of.....	58
Schools below the high schools, number of.....	58
Enforced half-day schools.....	59
Pupils to a school, average number of.....	59
Teachers, number and distribution of.....	60
Cost of—	
Office of the board of education.....	60
Attendance officers.....	60
Supervision.....	61
Tuition—	
Kindergartens.....	61
Elementary schools—	
Primary.....	61
Grammar.....	61
Secondary schools—	
Academic high.....	61
Business high.....	62
Manual training high.....	62
Normal schools.....	62
Ungraded schools.....	62
Special teachers.....	62
Manual training in elementary schools.....	62
Summary (instruction, including supervision).....	63
Miscellaneous expenses—	
Librarians and clerks.....	63
Custodian and assistant custodian.....	63
Janitors, engineers, and assistants.....	63
Caretakers of smaller buildings and rented rooms.....	63
Medical inspectors.....	63
Fuel, gas, electric light, and power.....	63
Textbooks and supplies for the first eight grades.....	63
Rent.....	63
Rent, equipment, and care of rooms above second grade to provide for compulsory attendance.....	63
Furniture for new buildings.....	63

## General statistics of the schools—Continued.

## Cost of—Continued.

## Miscellaneous expenses—Continued.

	Page.
Industrial instruction.....	63
Contingent expenses.....	63
Kindergartens (exclusive of salaries).....	63
Apparatus for physics department.....	63
Extending the telephone system.....	63
Pianos.....	63
Flags.....	64
School gardens.....	64
School playgrounds.....	64
Grand total (excluding repairs and permanent improvements).....	64
Salaries paid teachers, average of—	
Kindergarten.....	64
Elementary.....	65
Secondary—	
Academic high.....	65
Business high.....	65
Manual training high.....	65
Normal.....	66
Ungraded.....	66
Special.....	66
Manual training in elementary schools.....	66
Night school.....	66
Pupils, white, by grades and sexes, enrollment of.....	67
Pupils, colored, by grades and sexes, enrollment of.....	67
Buildings owned and rented.....	70
Rooms owned and rented.....	70
Textbooks and supplies for the first eight grades—	
General statement.....	71
Average cost of books, by grades.....	74
Average cost of supplies and miscellaneous items, by grades.....	74
Average cost of books, supplies, and miscellaneous items, by grades.....	74
Average cost of books, by grades, for each year.....	75
Average cost of supplies and miscellaneous expenses, by grades, for each year.....	76
Average cost of books, supplies, and miscellaneous items, by grades, for each year.....	77
Growth of schools.....	78
Average enrollment of pupils, white and colored, and the number of teachers since 1880.....	79
Average enrollment of pupils, number of teachers employed, cost of tuition, and rates of increase since 1880.....	80
Whole enrollment of pupils, white and colored, number of teachers, and cost of tuition since 1880.....	81
Amount expended for rent, and sites and buildings, since 1880.....	81
Special reports—	
Statistical—	
First division.....	82
Second division.....	84
Third division.....	86
Fourth division.....	89
Fifth division.....	91
Sixth division.....	93

## General statistics of the schools—Continued.

## Special reports—Continued.

## Statistical—Continued.

	Page.
Seventh division.....	95
Eighth division.....	97
Ninth division.....	99
Ungraded schools (1-9 divisions).....	101
Tenth division.....	104
Eleventh division.....	106
Twelfth division.....	109
Thirteenth division.....	111
Ungraded schools (10-13 divisions).....	113
Examiners, board of, report for white schools.....	116
Chief attendance officer, report of.....	122
Supervising principals, report of.....	123
Intermediate instruction, director of.....	128
Primary instruction, director of.....	132
Night schools, director of.....	135
Music, director of.....	137
Drawing, director of.....	140
Manual training, supervisor of.....	142
Domestic science, director of.....	144
Domestic art, director of.....	151
Physical training, director of.....	156
Kindergartens, director of.....	159
School gardens, report of teacher in charge of.....	162
School playgrounds, report of director in charge.....	169
Normal school No. 1, principal of.....	173
Secondary schools—	
Central High, principal of.....	177
Eastern High, principal of.....	190
Western High, principal of.....	199
Business High, principal of.....	213
McKinley Manual Training High, principal of.....	231
Assistant superintendent in charge of colored schools.....	235
Attendance officer for colored schools, report of.....	235
Supervising principal, tenth division, report of.....	237
Supervising principal, eleventh division, report of.....	238
Supervising principal, twelfth division, report of.....	240
Supervising principal, thirteenth division, report of.....	245
Primary instruction, assistant director of.....	247
Music, assistant director of.....	249
Drawing, assistant director of.....	250
Manual training, report of teacher in charge.....	251
Domestic art, assistant director of.....	252
Physical training, assistant director of.....	254
Kindergartens, assistant director of.....	256
Normal school No. 2, principal of.....	257
Secondary schools—	
M Street High, principal of.....	265
English and history, report of head of department of.....	269
Science, report of head of department of.....	270
Armstrong Manual Training High—	
Mathematics, report of head of department of.....	272
School buildings, owned—name, location, description, and cost of.....	276

## SCHOOL CALENDAR.

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1911. School opens (beginning of the first half year): September 18.  
Thanksgiving holiday: Thursday and Friday, November 30 and December 1.  
Christmas holiday: Friday, December 22, 1911, to Monday, January 1, 1912, both inclusive.

1912. End of the first half year: Wednesday, January 31.  
Beginning of the second half year: Thursday, February 1.  
Washington's birthday: Thursday, February 22, and Friday, February 23.  
Easter holiday: Friday, April 5, to Friday, April 12, both inclusive.  
Memorial Day: Thursday, May 30, and Friday, May 31.  
Commencement exercises:  
Evening, 8 o'clock.—McKinley Manual Training School, McKinley Manual Training School hall, Friday, June 14.  
Evening, 8 o'clock.—Business High School (certificate class), Business High School hall, Friday, June 14.  
Afternoon, 4.30 o'clock.—Eastern High School, Eastern High School hall, Monday, June 17.  
Afternoon, 4.30 o'clock.—Western High School, Western High School hall, Monday, June 17.  
Evening, 8 o'clock.—Business High School, Business High School hall, Monday, June 17.  
Evening, 8 o'clock.—Armstrong Manual Training School (certificate class), Armstrong Manual Training School gymnasium, Monday, June 17.  
Afternoon, 4.30 o'clock.—Central High School, Memorial Continental Hall, Tuesday, June 18.  
Afternoon, 4.30 o'clock.—Armstrong Manual Training School, Howard Theater, Tuesday, June 18.  
Morning, 10 o'clock.—Normal School No. 2, Summer School hall, Wednesday, June 19.  
Afternoon, 4.30 o'clock.—Normal School No. 1, Memorial Continental Hall, Wednesday, June 19.  
Afternoon, 2.30 o'clock.—M Street High School, Howard Theater, Wednesday, June 19.  
School closes (end of second half year): Wednesday, June 19.  
School opens: Monday, September 23.

## BOARD OF EDUCATION OF THE DISTRICT OF COLUMBIA.

1911-1912.

### MEMBERS.

Mr. JAMES F. OYSTER.....	900 Pennsylvania Avenue NW.
Mrs. ELLEN SPENCER MUSSEY.....	1317 New York Avenue NW.
Mr. W. D. HOOVER.....	Fifteenth Street and New York Avenue NW.
Dr. WILLIAM V. TUNNELL.....	Howard University.
Mr. RICHARD R. HORNER.....	Stewart Building.
Mrs. ELIZABETH HOEKE.....	336 C Street NW.
Mr. HENRY P. BLAIR.....	Colorado Building.
Mr. ERNEST H. DANIEL.....	2111 Nineteenth Street NW.
Mrs. CAROLINE W. HARRIS.....	1633 L Street NW.

### OFFICERS OF THE BOARD.

President: Mr. JAMES F. OYSTER.....	900 Pennsylvania Avenue NW.
Vice president: Mrs. ELLEN SPENCER MUSSEY.....	1317 New York Avenue NW.
Secretary: Mr. HARRY O. HINE.....	3204 Highland Avenue, Cleveland Park.

### CLERKS.

JOHN W. F. SMITH.....	816 Fourth Street NW.
RAYMOND O. WILMARSH.....	227 John Marshall Place NW.
ROBERT F. KERKAM.....	1429 Q Street NW.
Miss LURA C. RUGG.....	813 Newton Street NW.

### STENOGRAPHERS.

DAVID L. THOMSON.....	3439 Fourteenth Street NW.
ALBERT F. FESSENDEN.....	635 Seventh Street NE.

### MESSENGER.

L. MONROE.....	2110 Vermont Avenue NW.
The stated meetings of the board are held on the second and fourth Wednesdays of each month.	

### STANDING COMMITTEES.

*Ways and means.*—Mr. BLAIR, Mr. HOOVER, Dr. TUNNELL, Mr. DANIEL, Mr. OYSTER.

*Elementary schools and night schools.*—Mrs. MUSSEY, Mr. HOOVER, Mr. OYSTER, Dr. TUNNELL, Mrs. HARRIS.

*Normal, high, and manual training.*—Mr. OYSTER, Mr. HOOVER, Mr. HORNER, Mrs. HOEKE, Mrs. HARRIS.

*Textbooks and supplies.*—Mr. BLAIR, Mr. HOOVER, Mrs. HOEKE.

*Inspection and disposal of unserviceable materials.*—Dr. TUNNELL, Mr. OYSTER, Mrs. MUSSEY, Mrs. HARRIS.

*Sites, buildings, repairs, and janitors.*—Mr. HOOVER, Mr. DANIEL, Mr. OYSTER.

*Hygiene and sanitation.*—Mrs. MUSSEY, Mrs. HOEKE, Mrs. HARRIS.

*Special schools.*—Mrs. MUSSEY, Mrs. HOEKE, Mr. HORNER.

10 REPORT OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA.

*Water supply and drainage.*—Mr. HORNER, Dr. TUNNELL, Mr. BLAIR.

*Rules and by-laws.*—Mr. HOOVER, Dr. TUNNELL, Mrs. MUSSEY.

*Military affairs and athletics.*—Mr. OYSTER, Mr. DANIEL, Mr. HORNER.

*Playgrounds and school gardens.*—Mrs. HOEKE, Mrs. MUSSEY, Mrs. HARRIS, Mr. BLAIR, Mr. HORNER.

*Libraries and lectures.*—Mrs. HARRIS, Mrs. HOEKE, Mr. BLAIR.

SPECIAL COMMITTEES.

*Teachers' retirement.*—Mr. OYSTER, Mr. DANIEL, Mr. BLAIR.

*Awards and prizes (Galt legacy prize and Daughters of the American Revolution).*—Mrs. MUSSEY, Mrs. HOEKE, Mrs. HARRIS.

*Parent-Teacher Associations.*—Mr. DANIEL, Mrs. HOEKE, Dr. TUNNELL.

OFFICE OF THE SUPERINTENDENT.

WILLIAM M. DAVIDSON.....Superintendent of public schools.

ERNEST L. THURSTON.....Assistant superintendent of public schools.

ROSCOE CONKLING BRUCE.....Assistant superintendent of public schools.

*Director of intermediate instruction,* ALEXANDER T. STUART. Office, Franklin School; residence, The Wyoming.

*Supervisor of manual training,* JOHN A. CHAMBERLAIN. Office, Franklin School; residence, 1502 Emerson Street NW.

BOARD OF EXAMINERS.

*For the white schools.*—WILLIAM M. DAVIDSON, President; Mr. HARRY ENGLISH, Secretary; Miss SARAH E. SIMONS.

*For the colored schools.*—WILLIAM M. DAVIDSON, President; Mr. ROBERT E. MATTINGLY, Secretary; Miss HARRIET E. RIGGS.

FIRST DIVISION.

Supervising principal, BERNARD T. JANNEY.

Office, Curtis School; residence, 1671 Thirty-first Street NW.

No. of building.	Name.	Location.	Name of principal.
53	Addison, Henry.....	P Street, between Thirty-second and Thirty-third Streets NW.	Miss E. E. Darneille, 2819 Q Street NW.
25	Conduit Road.....	Conduit Road.....	<i>See Reservoir.</i>
68	Corcoran, Thomas.....	Twenty-eighth Street, between M Street and Olive Avenue NW.	Miss M. F. Gore, 1147 New Hampshire Avenue NW.
26	Curtis, William Wallace.....	O Street, between Thirty-second and Thirty-third Streets NW.	Miss E. M. Chase, 3020 Dent Place NW.
92	Fillmore, Millard.....	Thirty-fifth Street, between R and S Street NW.	Miss Mary Connelly, 1438 S Street NW.
147	Hyde, Anthony T.....	O Street, between Thirty-second and Thirty-third Streets NW.	Miss C. A. Ossire, 2729 Ontario Road NW.
	Industrial Home.....	Wisconsin Avenue NW.....	R. L. Haycock, 2525 Wisconsin Avenue NW.
69	Jackson, Anthony.....	R Street, between Thirtieth and Thirty-first Streets NW.	Miss E. L. Godey, 1737 Columbia Road.
110	Reservoir.....	Conduit Road, near reservoir.....	Miss J. Roberta Ossire, 2729 Ontario Road NW.
102	Tenley.....	Tenley, D. C.....	Miss H. I. Walsh, 1372 Kenyon Street NW.
14	Threlkeld, John.....	Thirty-sixth Street and Prospect Avenue NW.	Miss S. E. Thomas, 3114 O Street NW.
114	Toner, John Meredith.....	Twenty-fourth and F Streets NW.	Miss Blanche Beckham, 2721 N Street NW.

## SECOND DIVISION.

Supervising principal, BEN W. MURCH.  
Office, Dennison School; residence, 1703 Thirty-fifth Street NW.

No. of building.	Name.	Location.	Name of principal.
65	Adams, John Quincy	R Street, between Seventeenth Street and New Hampshire Avenue NW.	Miss Janet McWilliam 2142 K Street NW.
113	Chevy Chase.....	Connecticut Avenue extended.....	Miss M. Ella Given, The Olympia, Fourteenth and Euclid Streets NW.
154	Cooke, Henry D.....	Seventeenth and Columbia Road.....	Mrs. C. B. Smith, 1522 Ninth Street NW.
52	Dennison, William.....	S Street, between Thirteenth and Fourteenth Streets NW.	Miss K. E. Rawlings, 133 Park Road NW.
160	Eaton, John.....	Thirty-fourth and Lowell Streets NW.	Josephine Burke, 1440 Belmont Street NW.
32	Force, Peter.....	Massachusetts Avenue, between Seventeenth and Eighteenth Streets NW.	Miss C. L. Garrison, The Sherman, Fifteenth and L Streets NW.
41	Grant, Ulysses S.....	G Street, between Twenty-first and Twenty-second Streets NW.	Miss F. L. Reeves, 730 Twenty-second Street NW.
125	Morgan, Thomas P.....	V Street, between Champlain and Eighteenth Streets NW.	Miss N. E. L. McLean, 1118 Rhode Island Avenue NW.
54	Weightman, Roger C.	Twenty-third and M Streets NW...	Miss E. Macfarlane, 920 Sixteenth Street NW.

## THIRD DIVISION.

Supervising principal, S. E. KRAMER.  
Office, Ross School; residence, 1725 Kilbourne Street NW.

104	Brightwood.....	Georgia Avenue, Brightwood, D. C.	Miss H. G. Nichols, 2604 University Place NW.
151	Brightwood Park....	Ninth and Ingraham Streets NW.....	Miss Mary A. Dilger, 1211 Euclid Street NW.
165	Cleveland, Grover...	Eighth and T Streets NW.....	Miss F. S. Fairley, 109 Ridge Road east.
84	Harrison, William Henry.	Thirteenth Street, between V and W Streets NW.	Miss A. L. Sargent, 1421 Columbia Road.
119	Hubbard, Gardner G.	Kenyon Street, between Eleventh and Thirteenth Streets NW.	Miss B. L. Pattison, 1416 Sixth Street NW.
95	Johnson, Andrew....	School and Lamont Streets, Mount Pleasant.	Miss C. G. Brewer, 2814 Cathedral Avenue NW.
21	Johnson Annex.....	School Street, Mount Pleasant.....	H. W. Draper, 1236 Irving Street NW.
72	Monroe, James.....	Columbia Road, between Georgia and Sherman Avenues NW.	Miss M. W. Frank, 1003 Otis Place NW.
131	Petworth.....	Georgia Avenue and Shepherd Street NW.	Miss Mary C. McGill, 1415 Chapin Street NW.
157	Powell, Charles F....	School Street, near Park Road.....	Miss K. H. Bevard, The Gladstone 1423 R Street NW.
146	Ross, John W.....	Harvard Street, between Eleventh and Thirteenth Streets NW.	Miss M. R. Macqueen, 2620 Thirteenth Street NW.
118	Takoma.....	Takoma.....	Miss H. E. King, 593 Columbia Road NW.
163	West <sup>1</sup> .....	Farragut Street, between Thirteenth and Fourteenth Streets NW.	
101	Woodburn .....	Riggs and Blair Roads.....	

<sup>1</sup> Not ready for occupancy till December, 1911.

## FOURTH DIVISION.

Supervising principal, WALTER B. PATERSON.

Office, Henry School; residence, 2016 Fifteenth Street NW.

[NOTE.—For ungraded schools in charge of supervising principal, see p. 101.]

27	Abbot, George J.....	Sixth Street and New York Avenue NW.	Miss Metella King, 1001 Eighth Street NW.
15	Franklin, Benjamin.....	Thirteenth and K Streets NW.....	See Thompson.
33	Henry, Joseph.....	P Street, between Sixth and Seventh Streets NW.	Miss M. W. Cameron, 117 Vermont Avenue NW.
44	Morse, Samuel F. B.....	R Street, between New Jersey Avenue and Fifth Street NW.	Miss S. E. White, 108 C Street SE.
86	Polk, James K.....	Seventh and F Streets NW.....	Miss Mary Lackey, 1612 Q Street NW.
156	Thompson, Strong J.....	L and Twelfth Streets NW.....	C. K. Finckel, 1839 Monroe Street NW.
45	Twining, W. J.....	Third Street, between N and O Street NW.	Miss M. I. Furmage, 1403 Sixth Street NW.
51	Webster, Daniel.....	Tenth and H Streets NW.....	Miss S. B. Kent, 834 Thirteenth Street NW.

## FIFTH DIVISION.

Supervising principal, SELDEN M. ELY.

Office, Gales School; residence, 50 S Street, NW.

No. of building.	Name.	Location.	Name of principal.
70	Arthur, Chester A.	Arthur Place NW.....	Miss A. M. Clayton, 15 U Street NW.
61	Blake, James H.	North Capitol Street, between K and L Streets NW.	Miss Emily Scrivener, 1012 Monroe Street NE.
103	Brookland.....	Monroe and Tenth streets NE.....	Miss M. E. Little, The Stanhope, New Jersey Avenue and First Street NW.
116	Eckington.....	First and Quincy Streets NE.....	Miss M. R. Lyddane, 1814 First Street NW.
133	Emery, Matthew G.	Lincoln Avenue and Prospect Street NE.	Miss Adelaide Davis, 108 C Street SE.
143	Gage, Nathaniel P.	Second Street above U Street NW.	Miss Mary E. Bond, 1741 Oregon Avenue NW.
36	Gales, Joseph.....	First and G Streets NW.....	Miss K. T. Brown, 1838 Calvert Street NW.
108	Langdon.....	Franklin and Twentieth Streets NE.	Miss A. M. Sisson, 1908 First Street NW.
22	Seaton, William W.	I street, between Second and Third Streets NW.	Miss S. C. Collins, The Montgomery, North Capitol and M Streets NW.

## SIXTH DIVISION.

Supervising principal, Miss FLORA L. HENDLEY.

Office, Ludlow School; residence, 1216 L Street NW.

48	Benning, William	Anacostia Road, between Benning Road and F Street NE.	Miss C. H. Pimper, 1302 Thirtieth Street NW.
50	Blair, Francis P., sr.	I Street, between Sixth and Seventh Streets NE.	Miss E. F. Goodwin, 1414 K Street NW.
145	Blow, Henry T.	Nineteenth Street and Benning Road NE.	Miss A. F. Haslup, 2114 Eighteenth Street NW.
37	Hamilton, Alexander	Bladensburg Road.....	Reginald I. Thompson, Glenn Dale, Md.
107	Hayes, Rutherford B.	Fifth and K Streets NE.....	Miss E. M. Fisher, 1339 Irving Street NW.
128	Kenilworth.....	Kenilworth, D. C.....	Miss Helen M. Knighton, 57 K Street NW.
142	Ludlow, William	Southeast corner Sixth and G Streets NE.	Miss E. C. Dyer, 1702 Ninth Street NW.
71	Madison, James	Tenth and G Streets NE.....	Miss M. J. Austin, 1751 Columbia Road.
94	Pierce, Franklin	G and Fourteenth Streets NE.....	Miss K. C. Babbington, 78 I Street NW.
88	Taylor, Zachary	Seventh Street, near G Street NE...	Miss G. S. Silvers, 910 L Street NW.
121	Webb, William B.	Fifteenth and Rosedale Streets NE...	Miss A. J. Bell, 1200 N Street NW.
136	Wheatley, Samuel G.	Twelfth and N Streets NE.....	Miss M. B. Pearson, Octavia Apartment.

## SEVENTH DIVISION.

Supervising principal, EPHRAIM G. KIMBALL.

Office, Wallach School; residence, 1527 Park Road.

46	Brent, Robert	Third and D Streets SE.....	Miss Lyda Dalton, 505 B Street SE.
58	Carbery, Thomas H.	Fifth Street, between D and E Streets NE.	Miss M. G. Young, 1020 Massachusetts Avenue NE.
120	Dent, Josiah	Second Street and South Carolina Avenue SE.	Miss A. E. Hopkins, 3359 Twentieth Street NW.
135	Edmonds, James B.	Ninth and D Streets NE.....	Miss A. E. McNantz, 707 East Capitol Street.
115	Hilton, Charles E.	Sixth Street, between B and C Streets NE.	Miss J. M. Rawlings, 233 B Street NE.
55	Maury, John W.	B Street, between Twelfth and Thirteenth Streets NE.	Miss A. P. Stromberger, 1325 Massachusetts Avenue SE.
31	Peabody, George	Fifth and C Streets NE.....	Miss M. A. Aukward, 128 D Street SE.
58	Towers, John T.	Eighth and C Streets SE.....	Miss N. M. Mack, 503 A Street SE.
4	Wallach, Richard	D Street, between Seventh and Eighth Streets SE.	Miss Anne Beers, The Saratoga, 633 East Capitol Street.

## EIGHTH DIVISION.

Supervising principal, ISAAC FAIRBROTHER.

Office, Jefferson School; residence, 924 B Street SW.

No. of building.	Name.	Location.	Name of principal.
42	Amidon, Margaret	Sixth and F Streets SW.....	Miss M. L. Smith, 1234 B Street SW.
123	Bowen, Sayles J.	Third and K Streets SW.....	Miss A. B. Neumeyer, 4118 Chesapeake Street NW.
60	Bradley, William A.	Linworth Place SW.....	Miss Annie Van Horn, 317 First Street SE.
105	Greenleaf, James	Four-and-a-half Street, between M and N Streets SW.	Miss S. E. Halley, 627 Seventh Street SW.
23	Jefferson, Thomas	Sixth and D Streets SW.....	C. N. Thompson, 80 U Street SW.
159	Potomac	Tenth and E Streets SW.....	Miss B. M. Price, 3521 Holmead Place NW.
64	Smallwood, Samuel N	I Street, between Third and Four-and-a-half Streets SW.	C. A. Johnson, 2837 Twelfth Street NE.
150	Van Ness	Fourth and M Streets SE.....	Miss Lily Buehler, 326 Second Street SE.

## NINTH DIVISION.

Supervising Principal, HOSMER M. JOHNSON.

Office, Cranch School; residence, 1420 Rhode Island Avenue NW.

155	Bryan, Thomas B.	Thirteenth and B Streets SE.....	Miss S. A. Langley, 311 Sixth Street SE.
96	Buchanan, James	E Street, between Thirteenth and Fourteenth Streets SE.	Miss M. R. McCauslen, 710 East Capitol Street.
111	Congress Heights	Congress Heights.....	Miss O. A. Ebert, 808 Nineteenth Street NW.
137	Cranch, William	Twelfth and G Streets SE.....	Miss A. E. Loomis, 905 O Street NW.
149	Ketcham, J. H.	Adams Road, between Jackson and Harrison Roads.	Miss G. A. Phillips, The Onondago, 149 R Street NE.
67	Lenox, Walter	Fifth Street, between G Street and Virginia Avenue SE.	H. F. Lowe, 215 Fifth Street NE.
122	Orr, Benjamin G.	Twining City.....	Miss C. A. D. Luebkert, 1332 Fifteenth Street NW.
138	Stanton, Edwin L.	Hamilton Road, Good Hope, D. C.	Miss C. I. Mathis, 808 A Street SE.
83	Tyler, John	Eleventh Street, between G and I Streets SE.	Mrs. M. J. Peabody, 725 Thirteenth Street SE.
87	Van Buren, Martin	Jefferson Street, Anacostia.....	Mrs. N. B. Croswell, 1327 Massachusetts Avenue SE.
38	Van Buren, Martin, Annex.	Washington Street, Anacostia.....	See Van Buren.

## TENTH DIVISION.

Supervising Principal, JOHN C. NALLE.

Office, Sumner School; residence, 1308 U Street NW.

75	Briggs, Martha B.	E and Twenty-second Streets NW..	Miss E. F. Wilson, 1715 Eighth Street NW.
6	Chain Bridge Road	Chain Bridge Road.....	H. E. Wilson, 40a O Street NW.
62	Magruder	M Street, between Sixteenth and Seventeenth Streets NW.	See Sumner.
.....	Miner, Myrtilla	Seventeenth and Church Streets NW.	Miss K. U. Alexander, 1512 Pierce Place NW.
140	Montgomery, Henry P.	Twenty-seventh Street, between I and K Streets NW.	Miss F. S. Bruce, 1911 Eleventh Street NW.
81	Phillips, Wendell	N Street, between Twenty-seventh and Twenty-eighth Streets NW.	Miss G. F. Smith, 1524 Q Street NW.
139	Reno, Jesse Lee	Howard Avenue, Fort Reno.....	Miss M. V. Tibbs, 924 T Street NW.
97	Stevens, Thaddeus	Twenty-first Street, between K and L Streets NW.	Miss M. E. Gibbs, 1431 Q Street NW.
19	Sumner, Charles	M and Seventeenth Streets NW.....	Miss M. M. Orme, 1522 Pierce Place NW.
89	Wilson, Henry	Seventeenth Street, between Euclid Street and Kalorama Road NW.	F. J. Cardozo, Fairmount Heights, Md.
49	Wormley, James, sr.	Prospect Street, between Thirty-third and Thirty-fourth Streets NW.	Miss A. M. Mason, 2218 I Street NW.

## ELEVENTH DIVISION.

Supervising Principal, Miss MARION P. SHADD.

Office, Garnet School; residence, 2110 Fourteenth Street NW.

No. of building.	Name.	Location.	Name of principal.
7	Brightwood <sup>1</sup> .....	Near Rock Creek Ford Road.....	<i>See</i> Military Road.
112	Bruce, Blanche K.....	Kenyon Street, between Georgia and Sherman Avenues NW.	M. Grant Lucas, 2215 Fourth Street NW.
47	Bunker Hill Road.....	Bunker Hill Road.....	G. Smith Wormley, 211 T Street NW.
30	Cook, John F., sr.....	O Street, between Fourth and Fifth Streets NW.	Miss S. C. Lewis, 1815 Oregon Avenue NW.
11	Fort Slocum.....	Blair Road.....	J. Parker Gillem, 1620 O Street NW.
34	Garnet, Henry H.....	U and Tenth Streets NW.....	Miss M. L. Washington, 1127 Twenty-first Street NW.
76	Garrison, William Lloyd.....	Twelfth Street, between R and S Streets NW.	Miss R. A. Boston, 1179 New Hampshire Avenue NW.
132	Langston, John M.....	P Street, between North Capitol and First Streets NW.	Miss E. D. Barrier, 1925 Thirteenth Street NW.
8	Military Road.....	Military Road, near Brightwood, D.C.	Miss M. E. Shorter, 1726 Eighth Street NW.
153	Mott, Lucretia.....	Fourth and Trumbull Streets NW.....	Miss K. C. Lewis, 2439 Georgia Avenue.
	Orphans Home.....	Eighth Street extended.....	Miss N. A. Plummer, Hyattsville, Md.
93	Patterson, James W.....	Vermont Avenue, near U Street NW.	A. P. Lewis, 1918 Eleventh Street NW.
80	Slater, John F.....	P Street, between North Capitol and First Streets NW.	Miss A. E. Thompson, 217 L Street NW.

<sup>1</sup> Military Road Annex.

## TWELFTH DIVISION.

Supervising Principal, WINFIELD S. MONTGOMERY.

Office, Simmons School; residence, 1912 Eleventh Street NW.

[NOTE.—For ungraded classes in charge of supervising principal, see p. 113.]

39	Banneker, Benjamin.	Third Street, between K and L Streets NW.	D. I. Renfro, 1718 Sixth Street NW.
91	Burrville.....	Burrville, D. C.....	Miss F. R. Turner, Burrville, D. C.
167	Crummell, Alexander. <sup>1</sup>	Gallaudet Street, facing Central Avenue NE.	
152	Deanwood.....	Deanwood, D. C.....	F. L. Cardozo, 1019 Whittingham Place, Deanwood, D. C.
99	Douglass, Frederick.	First and Pierce Streets NW.....	J. C. Payne, 654 L Street NE.
100	Ivy City.....	Ivy City, D. C.....	J. W. Cromwell, 1815 Thirteenth Street NW.
77	Jones, Alfred.....	L and First Streets NW.....	Miss E. A. Chase, 1109 I Street NW.
90	Logan, John A.....	Third and G Streets NE.....	Mrs. M. E. Tucker, 413 B Street SE.
124	Lovejoy, Elijah P.....	Twelfth and D Streets NE.....	Miss M. A. Wheeler, 516 U Street NW.
98	Payne, Daniel A.....	Fifteenth and C Streets.....	Miss M. L. Jordan, 1939 Ninth Street NW.
134	Simmons, Abby S.....	Pierce Street, between First Street and New Jersey Avenue NW.	Miss L. G. Arnold, 419 Q Street NW.
56	Smothers, Henry.....	Benning Road, corner Manning Road NE.....	Miss I. Kinner, 1235 Fourth Street NW.
24	Smothers, Henry, Annex.	do.....	<i>See</i> Smothers.

<sup>1</sup> Not ready for occupancy till November, 1911.

## THIRTEENTH DIVISION.

Supervising Principal, JAMES E. WALKER.

Office, Lincoln School; residence, 509 T Street NW.

No. of building.	Name.	Location.	Name of principal.
79	Ambush, Enoch.....	L Street, between Sixth and Seventh Streets SW.	A. V. Shorter, 1726 Eighth Street NW.
78	Bell, George.....	First Street, between B and C Streets SW.	J. E. Syphax, 2031 Thirteenth Street NW.
127	Birney, James G .....	Nicholas Avenue, Hillsdale, D.C.....	Miss F. J. Smith, 1524 Pierce Place NW.
74	Birney, James G., Annex.	Rear of Nicholas Avenue.....	<i>See Birney.</i>
109	Bowen, Anthony.....	Ninth and E Streets SW.....	Miss J. C. Grant, 1448 Pierce Place NW.
148	Cardozo, Francis L., sr.	I Street, between First and Half Streets SW.	Miss J. E. Page, The Cameron, Vermont Avenue and T Street NW
158	Garfield, James A ..	Garfield, D. C.....	H. Wythe Lewis, Garfield, D. C.
63	Giddings, Joshua R ..	G Street, between Third and Fourth Streets SE.	Miss L. A. Smith, 329 U Street NW.
18	Lincoln, Abraham.....	Second and C Streets SE.....	A. O. Stafford, 1213 S Street NW
28	Randall, Eliza G .....	First and I Streets SW.....	J. C. Bruce, 215 Sumner Avenue, Anacostia, D. C.
126	Syphax, William.....	Half Street, between N and O Streets SW.	Miss A. V. Smith, 1937 Vermont Avenue NW.

## HIGH SCHOOLS.

43	Central High.....	O Street, between Sixth and Seventh Streets NW.	Emory M. Wilson, 1457 S Street NW.
85	Eastern High.....	Seventh Street, between Pennsylvania Avenue and C Street SE.	Williard S. Small, 1330 Irving Street NW.
117	Western High.....	Thirty-fifth and T Streets NW.....	Miss E. C. Wescott, 3400 Prospect Avenue.
144	Business High.....	Ninth Street and Rhode Island Avenue NW.	Allan Davis, 900 Eleventh Street SE.
82	M Street High.....	M Street, between First Street and New Jersey Avenue NW.	E. C. Williams, 1900 Third Street NW.

## WASHINGTON NORMAL SCHOOLS.

Normal School No. 1.....	Benjamin Franklin School, Thirteenth and K Streets NW.	Miss Anne M. Goding, 1419 R Street NW.
Normal School No. 2.....	Charles Sumner School Building, Seventeenth and M Streets NW.	Miss L. E. Moten, 728 Fourth Street NW.

## MANUAL TRAINING SCHOOLS.

130	McKinley, William ..	Rhode Island Avenue, corner of Seventh Street NW.	Frank C. Daniel, Chevy Chase.
129	Armstrong, Samuel H. <sup>1</sup>	P Street, between First and Third Streets NW.	W. B. Evans, 1910 Vermont Avenue NW.

<sup>1</sup> Business High department of this school is located in the Phelps School Building, No. 571 (Vermont Avenue, between T and U Streets NW.

## HEADS OF DEPARTMENTS OF HIGH SCHOOLS—CENTRAL, EASTERN, WESTERN, BUSINESS, AND MCKINLEY.

Department.	Name.	Office.	Residence.
Latin.....	Miss A. S. Rainey.....	Central High School.....	1354 Monroe Street NW.
English.....	Miss S. E. Simons.....	do.....	1528 Corcoran Street NW.
Mathematics.....	Harry English.....	do.....	2007 P Street NW.
History.....	R. A. Maurer.....	do.....	3329 Twentieth Street NW.
Bi-loc'y.....	W. P. Hay.....	Business High School.....	Kensington, Md.
Business practice.....	Charles Hart.....	do.....	625 Lexington Street NE.
Modern languages.....	A. W. Spanhood.....	Eastern High School.....	2015 Hillyer Place NW.
Physics.....	W. A. Hedrick.....	McKinley Manual Training School.	1504 Delafield Street NW.

## HEADS OF DEPARTMENTS OF HIGH SCHOOLS—M STREET AND ARMSTRONG.

English and history.....	Miss H. E. Riggs.....	M Street High School.....	418 T Street NW.
Science.....	N. E. Weatherless.....	do.....	2402 Georgia Avenue NW.
Languages.....	A. H. Glenn.....	do.....	1900 Third Street NW.
Mathematics.....	R. N. Mattingly.....	Armstrong Manual Training School.	2050 E Street NW.

## DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. V. Brown.....	Franklin School.....	1357 Euclid Street NW.
Music.....	Miss A. E. Bentley.....	do.....	3400 Prospect Avenue NW.
Drawing.....	Miss Anne M. Wilson.....	Berret School.....	Kensington, Md.
Manual training.....	( <sup>1</sup> ).....	Franklin School.....	1502 Emerson Street NW.
Domestic science.....	Miss E. S. Jacobs.....	607 O Street NW.....	3509 Eleventh Street NW.
Domestic art.....	Mrs. M. W. Cate.....	do.....	217 I Street NW.
Physical training.....	Miss Rebecca Stoneroad.....	Webster School.....	2606 Garfield Street NW.
Kindergartens.....	Miss Catherine R. Watkins.....	Berret School.....	1246 Tenth Street NW.
Night schools.....	B. W. Murch.....	Dennison School.....	1703 Thirty-fifth Street NW.

1 See Superior of manual training.

## ASSISTANT DIRECTORS OF SPECIAL WORK.

Primary work.....	Miss E. F. G. Merritt.....	Garnet School.....	1630 Tenth Street NW.
Music.....	John T. Layton.....	New Mott School.....	1722 Tenth Street NW.
Drawing.....	Thomas W. Hunster.....	M Street High School.....	1476 Irving Street NW.
Manual training.....	O. W. McDonald.....	Cook School.....	623 Tenth Street NE.
Domestic science.....	Mrs. Julia W. Shaw.....	135 P Street NW.....	Ardwick, Md.
Domestic art.....	Miss A. D. Jones.....	Summer School.....	315 T Street NW.
Physical training.....	Miss A. J. Turner.....	do.....	300 T Street NW.
Kindergartens.....	Miss N. T. Jackson.....	Garnet School.....	318 M Street NW.
Night schools.....	W. B. Evans.....	Armstrong School.....	1910 Vermont Avenue NW.

## ATTENDANCE OFFICERS.

Chief attendance officer.....	Mrs. Edna K. Bushee.....	Berret School.....	943 Longfellow Street.
Attendance officer.....	Miss Annah G. Bogan.....	do.....	606 Massachusetts Avenue NW.
Do.....	Mrs. Ida G. Richardson.....	Summer School.....	309 Eleventh Street NE.

Superintendent of janitors, Hugh F. McQueeney; office, Franklin School; residence, Bladensburg Road; telephone, Lincoln 1581.

Custodian, S. B. Simmons; office, 219 G Street NW.; residence, 1459 Corcoran Street NW. Assistant custodian, Mrs. Ruth B. Parker; office, Franklin School; residence, 3620 Thirteenth Street NW.

## LIBRARIANS AND CLERKS.

Department or office.	Name.	Office.
Teachers' library.....	Miss Mina Goetz, 3846 Woodley Road.....	Franklin School.
Superintendent's office.....	Miss M. A. Carroll, 44 S Street NW.....	Do.
Assistant superintendent's office.....	Miss A. M. Simonton, 1855 Calvert Street NW.....	Do.
Office director of intermediate instruction.	Miss K. P. Howard, 1811 Wyoming Avenue.....	Do.
Office supervisor of manual training.....	Mrs. F. C. Baldwin, The Sherman.....	Do.
Clerk.....	Miss Ray L. Woodward, 14 S Street NW.....	Do.
Custodian's office.....	Mrs. I. Simmons, 1459 Corcoran Street NW.....	40 L Street NE.
Clerk.....	Mrs. Ellen Wisener, 255 N Street NW.....	Franklin School.
Teachers' library.....	Mrs. Irene E. Weaver, 1328 V Street NW.....	Sumner School.
Assistant superintendent's office.....	J. Maria Saunders, Tenley, D. C.....	Franklin School.

## UNGRADED SCHOOLS.

For Divisions 1 to 9, inclusive.

WALTER B. PATTERSON, Supervising Principal, in charge.

Office, Henry School; residence, 2016 Fifteenth Street NW.

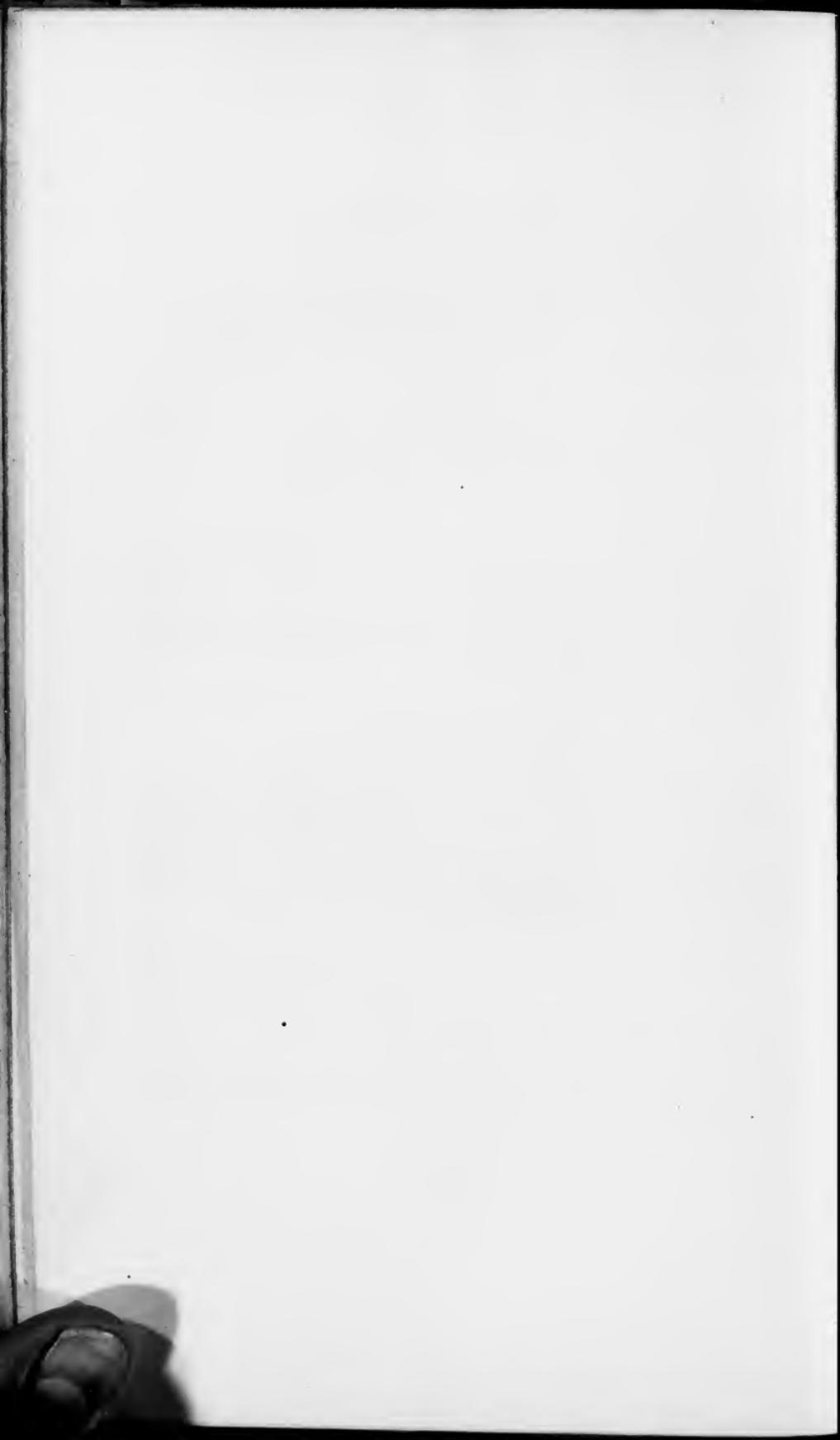
Class of schools.	Number of classes.	Location.
Special.....	2	25 Fifth Street SE.
Do.....	1	1322 Maryland Avenue NE.
Do.....	1	3233 N Street NW.
Do.....	3	625 Q Street NW.
Do.....	3	810 Sixth Street NW.
Ungraded.....	1	Curtis School, O Street, between Thirty-second and Thirty-third Streets, NW.
Do.....	2	Gales, First and G Streets NW.
Do.....	2	605 P Street NW.

For Divisions 10 to 13, inclusive.

WINFIELD S. MONTGOMERY, Supervising Principal, in charge.

Office, Abby S. Simmons School; residence, 1912 Eleventh Street, NW.

Special.....	1	Cardozo, I Street, between Half and First Streets SW.
Do.....	1	Langston, P Street, between North Capitol and First Streets NW.
Do.....	1	Lincoln, Second and C Streets SE.
Do.....	1	Old Mott, Sixth and Trumbull Streets NW.
Do.....	1	St. Luke's Parish Hall, Fifteenth and Church Streets NW.
Ungraded.....	1	Old Mott, Sixth and Trumbull Streets NW.
Do.....	1	Randall, First and I Streets SW.
Do.....	1	Stevens, Twenty-first Street, between K and L Streets NW.



## REPORT OF SUPERINTENDENT STUART.

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*To the Board of Education of the District of Columbia.*

**LADIES AND GENTLEMEN:** I beg to submit my annual report of the condition and needs of the schools under my supervision during the school year ended June 30, 1911.

### EXAMINATION OF EYESIGHT OF PUPILS.

On November 16, 1910, I made to the board the following recommendations on this important subject:

I submitted to the health officer copies of the regulations prescribed for eye tests of pupils in the statutes of New York and Massachusetts, inquiring whether, in his judgment, it is practicable, in the absence of a sufficient number of expert oculists, for the teachers themselves to make the examination prescribed as is done in the States named; and, if so, which of the methods is the better adapted for use by our teachers in case it should be deemed feasible to undertake such eye tests of pupils in Washington.

Dr. Woodward has reported that, in his opinion, if the necessary charts can be procured, it will be practicable for the teachers to make the examination, provided they are instructed by an ophthalmologist. He thinks it desirable that such a test of pupils' eyes should be made.

It has been found that the average class teacher is capable, under proper expert advice, of making an examination sufficiently exact to determine whether the child's eyes are other than normal and requiring treatment of the use of glasses.

When such reports are made to the parents on prescribed blank forms it then becomes their duty to take proper steps to relieve the conditions that have been discovered by the teacher.

Such examinations will furnish useful data bearing directly upon the progress or backwardness of the pupil in his studies brought about by causes not previously known.

If the necessary charts can be procured and arrangements made for instructing the teachers I shall proceed to undertake this examination with the cooperation of the health officer and the medical inspectors.

With the favorable attitude of the health officer, in my opinion, it is entirely practicable to make the examination suggested as soon as the board approves it, and authorizes the purchase of charts and the necessary arrangements for the instruction of teachers. According to a recent report of the Bureau of Municipal Research 234 cities in the United States are examining pupils for defective vision.

## SCHOOL PLAYGROUNDS.

The appropriation for the year ending June 30, 1912, provides as follows for school playgrounds:

For equipment, grading, and improving six additional school playgrounds \* \* \* one thousand dollars.

For maintenance and repairing thirty playgrounds now established \* \* \* one thousand five hundred dollars.

You will notice that while a small amount is provided for the upkeep of the existing playgrounds and the equipment of six new ones, there is no provision at all for salaries of teachers in charge of these grounds. Although the board in its estimates asked for \$7,000 to pay the salaries of teachers and caretakers, the commissioners cut down this estimate to \$4,000, and the Appropriation Committee cut it out entirely.

As a result, the teachers of the public schools were compelled to raise by entertainments and collections from the pupils the money which was necessary to carry on the school playgrounds during the summer. This effort for the raising of funds was carried on during the last two months of school at a great expenditure of time and energy on the part of the teachers and pupils, resulting in the collection of \$4,267.70. Had not the school officers, principals, and teachers united in this campaign for funds, it would not have been possible to open and operate the school playgrounds.

I feel that the teachers should not have this financial burden thrust upon them in addition to their particularly arduous duties in the closing months of the school year. Perhaps it would be better to close the playgrounds and so place upon Congress the responsibility of making provision for their supervision than to continue the mistaken policy of support by the teachers and children.

A comparatively insignificant amount from the municipal budget would meet all the needs of the school playgrounds, and relieve the school authorities from the necessity of raising funds. The municipal playgrounds are liberally provided for in the current appropriation act, the amount allowed for directors and teachers being \$15,780.

The table below shows the amount of money raised for this purpose by the various departments of the public school system, June, 1911.

First division.....	\$235.04
Second division.....	660.90
Third division.....	614.34
Fourth division.....	317.50
Fifth division.....	554.02
Sixth division.....	167.43
Seventh division.....	223.38
Eighth division.....	225.00
Ninth division.....	272.22
Tenth division.....	257.82

Eleventh division.....	\$155.00
Twelfth division.....	172.72
Thirteenth division.....	208.74
Central High School.....	35.00
Eastern High School.....	18.00
Western High School.....	27.44
Business High School.....	14.42
M Street High School.....	2.73
McKinley Manual Training School.....	5.90
Armstrong Manual Training School.....	( <sup>1</sup> )
Normal School No. 1.....	45.00
Normal School No. 2.....	4.30
Physical Training (colored).....	50.00
 Total.....	4,267.70
Balance on hand, Commercial National Bank, April 1, 1911.....	390.20
 4,657.90	

## THE NAMING OF SCHOOL BUILDINGS.

There are 148 school buildings owned by the District of Columbia and now in use.

Ninety-eight are occupied by white pupils and 50 by colored pupils.

As to nomenclature, they may be divided into groups, those named from their geographical location, as, for instance, Chevy Chase; those named for Presidents of the United States, as Thomas Jefferson; those named for mayors of Washington, as Robert Brent; those named for civil Commissioners of the District of Columbia, as William Dennison; those named for military commissioners, as William Ludlow; those named for governors of the District of Columbia, as Henry D. Cooke; those named for members of boards of education, as William Wallace Curtis; those named for teachers, as Nathaniel Parker Gage; and those named for other citizens of national or local repute, not belonging to any of the above classes, such as Charles Sumner or Gardiner Greene Hubbard.

Twenty-two buildings are named for their location. They are:

Conduit Road.	Kenilworth.
Reservoir.	Potomac.
Chevy Chase.	Congress Heights.
Tenley.	Chain Bridge Road.
Brightwood.	Brightwood Road.
Brightwood Park.	Bunker Hill Road.
Petworth.	Fort Slocum.
Takoma.	Military Road.
Brookland.	Burrville.
Eckington.	Ivy City.
Langdon.	M Street High School.

<sup>1</sup> None.

Three are named for their relative location:

Eastern High School, Central High School, Western High School.

One is named for the character of its curriculum:

Business High School.

Twenty are named for Presidents of the United States:

Thomas Jefferson.	Millard Fillmore.
James Madison.	Franklin Pierce.
James Monroe.	James Buchanan.
John Quincy Adams.	Abraham Lincoln.
Andrew Jackson.	Andrew Johnson.
Martin Van Buren	Ulysses S. Grant.
William Henry Harrison.	Rutherford B. Hayes.
John Tyler.	James A. Garfield.
James K. Polk.	Chester A. Arthur.
Zachary Taylor.	William McKinley.

Grover Cleveland is the only deceased ex-President whose name is not given to a schoolhouse in Washington.

Nineteen are named for mayors of Washington:

Robert Brent, mayor for nine terms from 1802 to 1811, inclusive.
James H. Blake, four times mayor, from 1813 to 1816, inclusive.
Benjamin G. Orr, twice mayor, 1817 and 1818.
Samuel N. Smallwood, three times mayor, from 1819 to 1821, inclusive.
Thomas Carbery, twice mayor, 1822 and 1823.
Roger C. Weightman, three times mayor, from 1824 to 1826, inclusive.
Joseph Gales, jr., three times mayor, from 1827 to 1829, inclusive.
John P. Van Ness, four times mayor, from 1830 to 1833, inclusive.
William A. Bradley, twice mayor, 1834 to 1835.
Peter Force, four times mayor, 1836 to 1839.
William A. Seaton, ten times mayor, from 1840 to 1849, inclusive.
Walter Lenox, twice mayor, 1850 to 1851.
John W. Maury, twice mayor, from 1852 to 1853.
John T. Towers, twice mayor, 1854 and 1855.
William B. Magruder, twice mayor, 1856 and 1857.
James G. Berret, three times mayor, 1858 to 1860, inclusive.
Richard Wallach, seven times mayor, from 1861 to 1867, inclusive.
Sayles J. Bowen, twice mayor, 1868 and 1869.
Matthew G. Emery, mayor in 1870.

The only mayor of Washington whose name is not borne upon a schoolhouse in the District is Daniel Rapine, mayor in 1812, and a member at one time of the board of trustees of the Eastern Free School.

Two are named for mayors of Georgetown:

Thomas Corcoran and Henry Addison.

One is named for a governor of the District of Columbia:

Henry D. Cooke.

Gov. Alexander R. Shepherd has not been so honored.

Eleven are named for civil Commissioners of the District:

William Dennison.....	1874 to 1878.
Henry T. Blow.....	1874.
John H. Ketcham .....	1874 to 1877.
Seth Ledyard Phelps.....	1875 to 1878.
Thomas B. Bryan.....	1877 to 1878.
Josiah Dent.....	1878 to 1882.
Thomas P. Morgan.....	1879 to 1883.
James B. Edmonds.....	1883 to 1886.
William Benning Webb.....	1885 to 1889.
Samuel E. Wheatley.....	1886 to 1889.
John Wesley Ross.....	1890 to 1902.

The only civil commissioner, now deceased, after whom a school building is not named is John Watkinson Douglass, 1889 to 1893.

Three are named for military commissioners:

Maj. William Johnson Twinning, 1878 to 1802.

Col. William Ludlow, 1886 to 1888.

Maj. Charles Francis Powell, 1893 to 1897.

The list of buildings named for persons of national or local distinction is a long one. Thirty-four buildings are so named:

Gardiner Greene Hubbard.	Henry Highland Garnet.
Joseph Henry.	William Lloyd Garrison.
Dr. John Meredith Toner.	John M. Langston.
Benjamin Franklin.	Lucretia Mott.
Samuel F. B. Morse.	Hon. James W. Patterson.
Daniel Webster.	John F. Slater.
William Benning.	Benjamin Banneker.
Alexander Hamilton.	Frederick Douglass.
George Peabody.	Gen. John A. Logan.
James Greenleaf.	Elijah P. Lovejoy.
Edwin L. Stanton.	Daniel A. Payne.
Wendell Phillips	James G. Birney.
Gen. Jesse Lee Reno.	Anthony Bowen.
Thaddeus Stevens.	Joshua R. Giddings.
Charles Sumner.	Gen. Samuel H. Armstrong.
Henry Wilson	John Threlkeld.
James Wormley.	Francis P. Blair.

Eight are named for members of the boards of trustees of public schools:

William Wallace Curtis.	William Syphax.
George J. Abbot.	Alfred Jones.
Blancke K. Bruce.	William Cranch.
Benjamin B. French.	Anthony Hyde.

This is a small number in view of the fact that 390 citizens have served on the various school boards since the birth of the public-school system, and that these men and women have devoted much time and thought to the betterment of the public schools, not only

without remuneration but in many instances to the injury of their private business affairs.

Fifteen buildings are named for teachers and school officers. This seems to be a beggarly recognition of the services of those who have contributed notably to the development of a school system whose history, linked with the growth of the Capital City, covers a period of 106 years. At no stage in this century of growth have the schools lacked for a goodly leaven of men and women teachers who have brought to their work the highest spiritual gifts and professional attainments.

Too often schoolhouses bear the names of unworthy men, or at least men whose names would have been more fittingly graven upon banks, or bridges, or factories. Schoolhouses have been named for persons more or less distinguished in public life and more or less worthy. Far too few bear the names of eminent teachers.

The forts that crown our hilltops and assure the safety of our harbors are fitly called after soldiers who have served their country in war, and our torpedo boats carry the names of dashing leaders of the Navy who have won renown while facing the double peril of combat on the sea.

In nineteen centuries of church building the Christian world has found no names so appropriate for houses of worship as those of Paul and Peter, John and Mark, Augustine, Luther, Knox, and Wesley, and a host of other saintly men.

Why have we been so illogical in naming schools and so tardy in doing honor to those who have been preeminent in the education of youth—the leaders, the great teachers of the past, already canonized by the affection and gratitude of millions of pupils? Are there better names for schoolhouses than those of Friedrich Froebel, Horace Mann, Thomas Arnold, Louis Agassiz, Francis W. Parker, Mark Hopkins, Henry Barnard, or Alice Freeman Palmer?

Who are these humble instructors of youth who appear to have been singled out from the host of their fellows in the District of Columbia for the bestowal of equal honors with Presidents and statesmen? Among them are Hugh McCormick, the sturdy pioneer of the Eastern Free School, “brisk wielder of the birch and rule;” Strong John Thomson, the strenuous Scotchman; Charles E. Hilton and Elizabeth, his wife. Some of us remember Mr. Hilton. He was a gigantic man from Maine. Son of a farmer, it is said that he carried water into the hay field for the men at work when 5 years of age; drove oxen before he was tall enough to reach the off ox with the goad; trudged over the Maine hills in winter to the district school 2 miles away for barely two months’ schooling; and later, while attending Brighton Academy and studying Greek and Latin and higher mathematics, would rise at 4 o’clock in the morning, feed the cattle,

help milk the cows, prepare wood for the fires, walk 2 miles to school, only to return and find the same duties awaiting him in the evening.

There was just such a background of struggle and conquest over adversity in the life of Henry Percival Montgomery. From the humblest beginnings in a slave State in Civil War days, he rose to a position of trust and honor in the colored schools. No man surpassed him in loyalty to high ideals, kindness of spirit, and unsparing toil for the welfare of the children of his race. While an executive of a high order, he was essentially a teacher.

Then there is the beloved Margaret Amidon, whose name is yet a fragrant memory in South Washington; Martha B. Briggs, the trainer of teachers and the builder of character; Abby S. Simmons, the self-effacing missionary; and Eliza G. Randall, who is said to have devoted her best years to the instruction of the lowly. Every one of these in a high and true sense "came not to be ministered unto but to minister."

This community has never honored itself more than when it affixed to a schoolhouse the name of Nathaniel Parker Gage, for 33 years a teacher and officer in our schools. To his memory an impressive tribute has only recently been paid by those who were his colleagues, his teachers, and his pupils. His name, for a third of a century an acknowledged synonym of all that is admirable in man—refinement of taste, dignity of manner, accurate though unobtrusive scholarship, unsoiled honor, and a certain rare patience that can have its root only in the love that "suffereth long and is kind"—lends an added grace and prestige to the institution that bears it, to the free public school, already significant of so much that is precious to the heart of an American.

Names worthily bestowed, too, were those of the heroic pioneers in the early life of the colored schools, when to teach a negro was to suffer obloquy and outrage—John F. Cook, the elder, Enoch Ambush, George Bell, and Henry Smothers.

Our newest building in Cleveland Park bears the name of a teacher. Though successively minister of the gospel, soldier, and constructive statesman in a grave crisis, he crowned his career as the educational leader of his day. He, too, conquered through early privations, mastering the elements of Latin and chemistry after bedtime and commencing the study of the natural sciences while drawing wood to market with an ox team. This was John Eaton.

JAMES ORMOND WILSON.

James Ormond Wilson was born at Royalston, Mass., April 2, 1825, son of James and Chloe Thurston Murdock Wilson. He was graduated A. B. from Dartmouth College, and received the degree of A. M. from the same college in 1874. He conducted a private school in

Washington for two years. He was employed in the United States Treasury from 1850 to 1868, and was admitted to the bar of the District of Columbia in 1853. He became a member of the board of trustees of the public schools in 1862, and for eight years, until 1870, when he was appointed superintendent of schools, was the leader of the board in every advance movement of that important period in the life of the schools. While superintendent, from 1870 to 1885, he introduced the New England system of graded schools, then in its infancy. He established the Washington Normal School in 1873, organized the first high school for girls in 1876, and one for boys in 1877, and awakened public sentiment to the necessity for better school buildings, securing the active cooperation of his board and of public-spirited citizens generally.

During his period of service the Wallach, Franklin, Seaton, Jefferson, Grant, Henry, and Dennison Schools, the first examples in Washington of modern schoolhouse construction, according to the imperfect standards of that day, were erected.

There were built also during the same period the Central High School, the Force, Abbot, Morse, Twining, Webster, Brent, Peabody, Amidon, McCormick, Blair, Hamilton, Tenley, Gales, Sumner, Stevens, Wormley, Banneker, John F. Cook, Lovejoy (old), Garnet, Old Mott, Anthony Bowen, Lincoln, and Randall Schools.

He introduced a system of drawing and set up the first manual training shop. All his work was of a severely practical and permanent character. One of his trusted advisers in the constructive work of these early days was General John Eaton, then commissioner of education, and at a later period Dr. William T. Harris stood in a similar relation to him, greatly to the advantage of the schools. Mr. Wilson, in his pamphlet entitled "Eighty Years of the Public Schools of Washington," makes this reference to the services of Gen. Eaton, "This sketch would not be complete without some note of the valuable services rendered to the schools from 1870 to 1885 by the Hon. John Eaton, then United States Commissioner of Education. His personal interest could hardly have been deeper and more practically effective had the schools been placed by law under his official charge."

Mr. Wilson also counted among his friends and counsellors on educational subjects the eminent scientist, Joseph Henry, then at the head of the Smithsonian Institution.

During his administration the first exhibit of the public schools at an international exhibition was made at Vienna in 1873. It included a model of the Franklin School Building made on an exact scale. This model was a center of attraction in the educational department of that exposition. In 1876 another exhibition of the schools was made at Philadelphia, another at Paris in 1878, and

another at New Orleans in 1884. On each of these occasions the public schools of the District of Columbia received the highest award of medals and diplomas offered by the educational department of the exposition.

As a signal recognition of the superior work of the Washington schools, Superintendent Wilson was decorated by the French Government with the three silver palms of the University of France and the title of "Officier d'Academie."

Mr. Wilson was prominent in the councils of the National Educational Association, having as his collaborators such men as Wickersham, Hager, Rickoff, Philbrick, Hancock, Pickard, Northrop, E. E. White, Marble, Newell, and Sheldon. He was president of the department of superintendence in 1875. He was treasurer of the National Educational Association in 1877, 1878, and 1879, and president in 1880. He retired from the superintendency in Washington in 1885 after 15 years of indefatigable labor, leaving a foundation without which the efforts of his successors to develop and enlarge the educational facilities of the Capital City to their present standards of efficiency would not have been possible.

A most interesting and valuable monograph by Mr. Wilson entitled "Eighty Years of the Public Schools of Washington, 1805 to 1885," which was afterwards printed in the Report of the Commissioner of Education for 1894-95, constitutes the best, if not the only, continuous history of the public schools of this District that has so far been published.

He was among the incorporators of the Industrial Home School and the Garfield Memorial Hospital, and was an active member of the Columbia Historical Society, a trustee of the George Washington University and the society for the Industrial Education of Colored Youths, a director of the National Metropolitan Bank, and a trustee of the New York Avenue Presbyterian Church.

Since his retirement from the school board he had actively interested himself in affairs pertaining to education.

From 1892 to 1910 he served as secretary of the American Colonization Society, issuing each year two bulletins in the interest of Liberia.

Associated with Mr. Wilson either as colleagues on the board of education or as members of the board during the period of his incumbency as superintendent were many disinterested citizens whose cooperation entitled them to share the credit of what was accomplished for the schools at the most important stage of their history. Among these men who gave freely of their time and energy to the upbuilding of the public schools were W. J. Rhees, O. C. Wight, Francis S. Walsh, J. E. Holmead, Jonas B. Ellis, M. H. Miller, William R. Woodward, Fred. D. Stuart, J. P. Tustin, A. K. Browne, George F. McLellan, S. A. H. Marks, J. C. Dulin, J. T. Cassell,

W. B. Moore, E. Champlin, O. K. Harris, Edmund F. French, William J. Stephenson, Benjamin F. Lloyd, Abraham Hart, A. C. Richards, John Randolph, Thomas B. Marche, John Sullivan Brown, W. J. Murtagh, R. B. Detrick, Bushrod Robinson, A. M. Scott, G. Y. Atlee, William H. Crook, William B. Evans, Anthony Hyde, Fred W. Moffatt, William L. Dunlop, Charles King, A. J. Faust, Joseph M. Wilson, George W. Beall, W. W. Curtis, Brainard H. Warner, Simon Wolf, Charles E. Hovey, George W. Dyer, Benjamin F. Packard, Claudius B. Smith, Robert Reyburn, Edward Baldwin, R. B. Ferguson, George White, William H. Browne, Benjamin P. Davis, Ellery C. Ford, Arthur Christie, Madison Davis, Alexander Fairley, T. A. Lambert, Benjamin G. Lovejoy, Charles M. Matthews, D. W. Middleton, jr., J. B. Nourse, George C. Samson, Joseph L. Pearson, Thomas Somerville, William C. Dodge, Henry A. Griswold, William Birney, Appleton P. Clark, C. H. Cragin, William H. Baum, and William H. Wright.

Among the colored members of the various boards of trustees during this period were Henry Johnson, W. H. A. Wormley, John A. Gray, Alfred Pope, John H. Ferguson, William Henry Smith, John H. Brooks, W. Perry Ryder, Solomon G. Brown, Isaac N. Cary, Milton M. Holland, J. F. N. Wilkinson, Dr. Charles B. Purvis, and others.

A fitting recognition of the services of this master organizer of the present school system was the designation of the new normal school about to be erected on Harvard Street as the "James Ormond Wilson Normal School." The appropriateness of bestowing such a title is, I am sure, universally conceded, and it was a peculiar gratification to him and his host of friends that the board of education and the Commissioners were willing to depart from the hitherto inviolable rule which forbids the naming of school buildings after living persons, in order that honor might be paid to the life work of this distinguished educator.

Mr. Wilson died at his home in this city on the morning of April 2, 1911, on the eighty-sixth anniversary of his birth.

An editorial published on the morning of his death in reference to the naming of the new normal school "in honor, not in memory, of James Ormond Wilson," says:

Every Washingtonian will be glad to join, in spirit at least, in the celebration to-day of the birthday of J. Ormond Wilson, the patron saint of the district public-school system. As trustee of the district schools from 1862 to 1870, and as superintendent from 1870 to 1885, Mr. Wilson built for himself a monument that can never be forgotten or destroyed. He organized the graded schools and established our normal-school system. It is an appropriate though but slight recognition of his services to name the new quarter-million dollar normal school on Harvard Street, the James Ormond Wilson School. Mr. Wilson is 86 years old to-day. Washington wishes him many happy returns.

Mr. Wilson had many friends—real friends—and this fact attests the character of the man. Only men of great heart and kindly disposition make such friends as were Mr. Wilson's. He will be remembered with affection and sincere regard by those who knew him, and the wholesome lesson taught by his school work and by his example will continue to have an influence for good in the community in which he lived so long.—Editorial Washington Star, Sunday, April 2, 1911.

The memory of J. Ormond Wilson will always be kept green. Our public-school system will always stand as a monument to his energy and genius.

As a special mark of recognition, our new, magnificent normal school will bear his name. No man could ask more substantial or more lasting recognition of the part he played in advancing the cause of humanity. A school system such as ours is a greater memorial than any shaft of cold marble, however substantially and artistically turned.—Editorial Washington Times, Monday, April 3, 1911.

#### HOME AND SCHOOL ASSOCIATIONS.

In my opinion the most far-reaching and significant educational movement of the past year has been the rapid development of associations of teachers and parents, many of which have been organized during the year. This movement has been fostered and encouraged by the local committees of the Mothers' Congress. But for the work of the principals and teachers, however, it would have been impossible to attain the results which have been accomplished. At the close of the school year many associations of this character were in active operation. All of them have had a number of meetings and some have accomplished very definite things through their working committees. The movement is destined to spread until every school center in the city has such an organization. Experience has shown that owing to the large number of small buildings in Washington and the semiannual movement of pupils from one building to another, a better working unit for organization is a group of related buildings rather than one small building. By the end of the year the following associations were organized:

The Home and School Association of the Eastern High School.

The Home and School Association of the Western High School.

Home and School Association of Armstrong Manual Training School.

Central Parent-Teacher Association of Georgetown, including the Curtis, Hyde, and Addison Schools.

Home and School Association of the Toner and Grant Schools.

Fillmore Parent-Teacher Association.

Parent-Teacher Association of Tenley School.

Home and School Association of Chevy Chase School.

Cleveland Park Community and School Association.

Mothers' Club of the Weightman School.

Hubbard Home and School Association.

Home and School Association of the Monroe School.

Home and School Association of the Phelps School.

Home and School Association of the Takoma School.

Central Parent-Teacher Association of the District of Columbia, including the Abbot, Henry, Polk, and Twining Schools.

Webster Parent-Teacher Association.  
The Home and School Association of the Morse School.  
Franklin-Thomson Home and School Association.  
Parent-Teacher Association of Brookland School.  
Emery Home and School Association.  
Nathaniel P. Gage Parent-Teacher Association.  
Home and School Association of Taylor School.  
Mothers' School Club of the Northeast (Webb School).  
Home and School Association of the Hayes School.  
The Stanton Square Parent-Teacher Association (Peabody, Hilton, and Carbery Schools).  
The Carbery Mothers' Club.  
Parent-Teacher Association of the Jefferson, Amidon, Bradley, and Potomac Schools.  
The Child Welfare Association of Anacostia.  
The Child Welfare Association of Congress Heights.  
Parent-Teacher Association of the Deanwood School.  
Douglass Home and School Association.  
Home and School Association of Ivy City School.  
Original Parent-Teacher Association of the Jones School.  
Home and School Association of the Logan School.  
Lovejoy Parent-Teacher Association.  
Parent-Teacher Association of the Simmons School.  
Teachers-Parents and Friends' Association of Smothers School.  
Parent-Teacher Association of the Payne School.  
Home and School Association of the Burrville School.  
Ambush Home and School Association.  
Bowen Home and School Association.  
Giddings Home and School Association.

#### COST OF EDUCATION IN THE DISTRICT OF COLUMBIA.

During the past two years widely circulated statements have emanated from official sources to the effect that the amount of money spent for the support of the public schools of the District of Columbia is excessive and unreasonable.

The board of education has, through its officers, at different times, made explicit and convincing answers to these statements, and at the request of Representative D. J. Foster, of Vermont, I placed in his hands a statement setting forth reasons why the public-school system of the District of Columbia was of necessity an expensive one. This was printed on the first page of the Congressional Record June 6, 1910.

During the winter of 1911, on the invitation of Mr. Aldis B. Browne, chairman of the board of trade committee on public schools, I appeared before that committee with Capt. James F. Oyster, president of the board of education, and furnished certain information bearing upon the question of school expenses.

The arguments presented on this occasion were afterwards accepted by the committee and embodied in its report to the board of trade.

With regard to the per capita cost of schools in Washington, there are no official data from the Census Bureau later than 1908 by which it is possible to compare one city with another.

The figures for 1908, based upon an estimated population, are:

Salt Lake City, Utah.....	\$8.18	Boston, Mass.....	\$6.46
Newton, Mass.....	8.00	Washington, D. C.....	6.46
Denver, Colo.....	7.11	Newark, N. J.....	6.40
Sacramento, Cal.....	6.98	Springfield, Mass.....	6.28
New York City, N. Y.....	6.52		

(Bureau of the Census special reports, statistics of cities having a population over 30,000, 1908, table 32.)

Washington is shown to be in this list not first in its cost of schools but seventh.

Since that time the cost of schools has increased considerably in Washington, but in the absence of reliable information for comparative purposes it is reasonable to suppose that school expenses have also increased in other cities. In any event the school expenses here are not excessive when compared with other municipal expenses, and why is not this a fair basis of comparison?

For example, in the same census report the per capita cost of "highways" in Washington is \$3.15, which is not only the highest of all American cities, but 39 cents higher than Boston, 62 cents higher than St. Louis, 69 cents higher than Cincinnati, 84 cents higher than Buffalo, 91 cents higher than New York, 99 cents higher than Philadelphia, \$1.08 higher than Pittsburgh, \$1.46 higher than Milwaukee, \$1.61 higher than Cleveland, \$1.75 higher than New Orleans, \$1.89 higher than Baltimore and Newark, \$1.91 higher than Chicago, and \$2.04 higher than Detroit.

Possibly these enormous differences indicating an excessive cost in Washington for "highways" are capable of explanation, but surely so long as they exist why should the expense of education be singled out for unfavorable comment?

The vital question would seem to be, not whether Washington is spending more per capita for education than some other cities, but—

(a) Whether Washington is giving the schools more than their just share of municipal revenues; and

(b) If the schools are expensive, is the expense justified by unusual local conditions and by the educational results obtained?

The first question has been repeatedly answered, and this is the answer: One thing is plainly brought out by the census bulletin given out for publication December 29, 1909, showing for 158 cities the following facts for the year 1907:

The total expense of maintaining the ordinary city departments and offices in 158 cities was—

General government.....	\$43,717,370
Protection of life and property.....	93,898,838
Health conservation and sanitation.....	37,338,312
Highways.....	44,858,464
Charities and corrections.....	24,710,414
Education.....	109,919,975
Recreation.....	12,098,333
Miscellaneous.....	5,402,709
 Total.....	 371,944,424

The total amount expended for education was \$109,919,975. This was 29.5 per cent of all city expenditures.

Now, compare this with the proportion of money allowed for education in the District of Columbia appropriation bill for 1911.

Total amount appropriated for all purposes in the District of Columbia.....	\$10,709,840.99
Total amount appropriated for schools.....	3,011,960.00
Per cent of all expenses allowed for education in the District of Columbia.....	28.1
Average per cent of all expenses allowed for education in 158 cities..	29.5

With such a showing as this by what process of reasoning can it be argued that the public schools in the District of Columbia are extravagantly managed?

The board of education has never denied that the schools are expensive, but has repeatedly given reasons to show why they are so.

The reasons are set forth fully in the statement of the board of education printed in the Congressional Record of June 6, 1910. They are:

First. The neglect in the past to furnish adequate school buildings, The Schoolhouse Commission appointed by Congress reported in 1908 that the "District has fallen behind in the construction of new buildings to the extent of \$2,000,000." Almost one-half of the school board's estimates since that time have been for school buildings, which the Government commission said were needed.

Second. The dual school system of white and colored schools. It can be conclusively shown that this adds greatly to school expenses. On this point the Schoolhouse Commission said (p. 22):

So long as separate systems of education of the two races are maintained and an equality maintained in all respects between the two systems (and it is believed no other treatment is possible here), the expenses must be greater than in other places.

Third. The efforts of the school authorities for good educational reasons to reduce the size of classes in the interest of efficient teaching.

Fourth. The fluctuations in population in Washington which are affected by the movements of Congress.

Fifth. The fact that in Washington 10 per cent of the pupils are in high schools.

Sixth. The support of special schools for defective and incorrigible children.

Seventh.—The neglect in the past to furnish adequate school buildings.

The board of education is charged with asking for too much money for the education of the children in the public schools of the District of Columbia.

The estimates for the year ending June 30, 1911, were \$4,677,721. Almost one-half of this amount, \$2,263,130, was for school buildings and grounds made necessary by the neglect of the past and the natural increase in enrollment. The board has never claimed that all this money is called for on account of the increase in school attendance.

#### THE NEGLECT OF THE PAST.

On the contrary, it is chiefly for betterments demanded on account of past neglect and to carry out the recommendations of the Schoolhouse Commission appointed by Congress in 1906, to get rid of 124 half-day schools above the first grade, to replace 18 portable school-houses with modern structures, and to make it possible to give up 96 rooms in rented properties which are insanitary and unfit for school purposes that money is asked.

To show how the public schools of Washington have suffered from neglect, it is only necessary to recall the fact that from 1805 to 1878—73 years—the schools did not receive a dollar of money or a single acre of public land, whereas up to 1906 the Government had given to the States and Territories 150,000,000 acres of public land for educational purposes. It is easy to see how far behind our schools must have fallen in these 73 years, supported only by the taxes of our citizens and without any Government aid whatever.

The Schoolhouse Commission was appointed by Congress in 1906 and reported in 1908. It was made up of the then superintendent of schools, the Architect of the Treasury, and the Engineer Commissioner. The report of this commission sheds some light on the large estimates for buildings made by the board of education for the past three years, and for which it is now censured. The money asked for by this governmental commission for school buildings was far in excess of that asked in any one year by the board of education.

A fair index of the condition and needs of the Washington school-houses is found in these facts:

1. The commission promptly condemned and recommended the abandonment of 24 buildings.

2. It also recommended the erection of new and modern high schools in place of the Eastern and Central.

3. It specifically recommended (p. 37) the appropriation of \$3,655,000 for buildings, fully one-half of which was to replace the dilapidated structures which were condemned as unfit for use.

4. On page 22 of its report the commission says:

It is, however, certain that Washington has not been spending as much money in the construction of new buildings as have most other progressive cities of the country. It is believed by the commission that in 10 years the District has fallen behind in the construction of new buildings to the extent of at least \$2,000,000.

On page 23:

The commission believes that an authorization in new school buildings and grounds for the fiscal year 1909 of about \$1,000,000 should be made, and that about the same sum appropriated for each of the three or four succeeding years, after which a normal basis will be reached of about \$600,000 a year for new buildings and \$100,000 to \$150,000 a year for repairs.

On page 30:

In Washington, notably in the older schools, playground space is notably deficient. Instead of an eight-room building having 12,000 square feet of play space not a few have scarcely 1,000 square feet. About half of the buildings should have additional playgrounds. The commission recommends an appropriation of \$200,000 in order to acquire for certain selected schools additional playgrounds, and that in future appropriation bills provision be made for the playground extensions to other schools until every elementary school shall have a proper playground.

#### HALF-DAY SCHOOLS.

It will take \$500,000 to erect buildings enough to accommodate 126 half-day schools, which should be whole-day schools.

#### RENTED BUILDINGS.

It will take \$600,000 for buildings to take the place of 96 rented rooms, none of which are suitable for school purposes.

#### PORTABLE SCHOOLS.

It will take \$150,000 for buildings to take the place of 18 frame portable schools now in use.

It will take \$200,000 for schoolhouses to keep pace with the natural annual increase, particularly in the suburban schools.

Since 1895 three different boards of education have asked in their estimates for buildings and grounds \$10,423,915.15, and have received \$5,044,615.15. We have therefore fallen behind in 16 years \$5,379,300.

These estimates have not been merely the recommendations of this and former boards of education, but without exception have received the hearty approval of previous boards of commissioners, composed

of representative citizens of the District, thoroughly familiar with the history and the needs of the schools.

*Second.*—The dual system of white and colored schools:

To quote again from the Schoolhouse Commission, on page 22:

So long as separate systems of education of the two races are maintained and an equality maintained in all respects between the two systems (and it is believed no other treatment is possible here) the *expenses must be greater than in other places*.

It is obvious that were it not for the exactions of the race question no city of the size of Washington would consider it necessary or wise to maintain two deputy superintendents, two normal school's, two expensive manual training schools, or a sixth high school. Nor would there be required separate supervisory officers, such as cooking and sewing, primary work and kindergartens, music, drawing, and physical culture. These manifestly add to the cost of supervision.

A study of the location of school buildings shows that to meet the needs of the white and colored children two smaller buildings have been erected in the same territory which, under other conditions, would have been merged into one larger building at greatly reduced cost of the original plant and of operation. It is a well-understood principle that it is cheaper to maintain one large building than two smaller ones. Repeated examples are found throughout where a small class of white children of a given grade is in one building and another small class of colored children of the same grade is in a nearby building. This duplication of small buildings and small classes has been going on for the past 40 years and has been made necessary by the separation of the white and colored schools.

The same causes explain in part the employment of a number of teachers in excess of most cities where white and colored children attend school together.

In process of grading, a fragment of a class is left over which can not be accommodated. But for the dual organization this fragment could be assimilated in a neighboring school with another small class. But unhappily the neighboring school is one in which the children are of the other race, and consolidation is impossible. Thus it happened that an economical organization of pupils must give way to one more expensive for local reasons which are practically insurmountable.

*Third.*—The efforts of the school authorities for good educational reasons to reduce the size of classes in the interest of efficient teaching:

A third local condition which adds to the cost of the schools in Washington is the result of the efforts of the school authorities for the past 25 years to steadily diminish the number of pupils assigned to each teacher. The whole tendency of the best things in education is away from the traditional practice of instructing children in masses and toward a nearer approach to the teaching of individuals.

Dr. Eliot, of Harvard, said 10 years ago, that the most important school reform is the successful solution of the problem of reducing the number of pupils to the teacher in the interest of a better acquaintance with the individual child, so making it possible to adapt the school to the needs and capacity of every pupil. This has been the policy of the school authorities in Washington for a quarter of a century, and the wisdom of the policy from the point of view of teaching is beyond question. Formerly it was the universal custom to place 56 seats in a graded school, with the frequent addition of 4 extra seats, thus imposing upon the teacher the practically impossible task of teaching 60 children. No educational authority of any standing would to-day defend such an imposition upon the endurance and skill of the teacher. Dr. Stratton D. Brooks, superintendent of schools of Boston, says, "The greatest need of the Boston schools is the immediate reduction of the number of pupils per teacher in the elementary schools."

Dr. C. N. Kendall, superintendent of schools, of Indianapolis, says: "It is a common statement that the teachers have too many children to teach."

*Fourth.*—The fluctuations in population in Washington which are affected by the movements of Congress:

A fourth condition in Washington which becomes a material factor in the cost of education is the well-known fact that the population of Washington is not stable, being affected somewhat during the course of any year by the movements of Congress.

It is necessary to organize the schools and provide teachers in September, not on the basis of the apparent needs of the month of September, but with the view to accommodating the influx of school population which attends the convening of Congress and includes a considerable number of winter residents.

It would be a shortsighted policy for the board of education to organize the schools so compactly in the opening month as to leave no seats for the enlarged enrollment of the winter months. This fluctuation of population necessarily makes a showing of an apparently excessive number of vacant seats in the months preceding the convening of Congress, and also in the spring, when the retinue of Congress begins to depart from the city. Schools must be organized and teachers employed, not with reference to the smallest but with reference to the largest demand for accommodations.

It is therefore proper to consider the greatest probable enrollment rather than the enrollment on any given day as a basis for asking for additional teachers, just as a street railway company must provide cars in sufficient number for rush hours rather than to meet average conditions.

*Fifth.*—The fact that in Washington 10 per cent of the pupils are in high schools:

A condition in Washington which tends to increase the cost of the schools is the fact that a much larger percentage of the whole enrollment is found in the high and manual-training schools. The report of the Commissioner of Education for the year ending June 30, 1909, shows that there are more children attending high schools in Washington in proportion to the whole number of pupils than in any one of the cities cited in the table compiled by W. V. Judson, engineer, and printed in the President's message.

*Percentage of pupils in high schools in Washington compared with 13 other cities.*

[Report of Commissioner of Education, 1909, Vol. II, pp. 736-750.]

	Per cent.		Per cent.
Washington.....	<sup>1</sup> 9.92	San Francisco.....	7.43
Baltimore.....	5.5	Milwaukee.....	7.67
Pittsburgh.....	5.1	New Orleans.....	3.3
Cleveland.....	7.8	Newark.....	3.4
Buffalo.....	7.1	Jersey City.....	4.19

A study of these percentages develops not only the fact that no city in the list has so large a proportion of pupils in high schools as Washington, but that three cities have less than half the percentage of Washington, and two cities a little over half. These differences are very significant when it is considered that a larger number of pupils in high schools carries with it necessarily a larger number in all the higher grammar grades that are tributary to the high schools.

It is well known that the expense of maintenance and equipment of high schools is enormous as compared with that of grammar schools, while that of grammar schools exceeds that of primary schools. The unusually heavy enrollment in Washington in the high schools and in the contributory grammar grades becomes another important factor in justifying the high cost of schools in Washington.

It costs three times as much to educate a high school boy or girl as to educate a first or second grade pupil. Therefore this preponderance of school enrollment in high schools accounts in part for the cost of education here.

*Sixth.*—A sixth condition in Washington which serves to explain the higher cost of the public schools is the fact that within four years there have been organized 18 classes for defective and incorrigible pupils. These classes, from the very nature of their conditions, must be very small, containing from 8 to 12 pupils, it being impracticable for one teacher to successfully control and instruct a larger number. Such schools are more expensive than the ordinary grade schools because of the necessity of employing more teachers in proportion to the number of pupils than in any other kind of schools.

<sup>1</sup> In 1910, 10 per cent.

## NONRESIDENT PUPILS.

During the past year there were 1,482 nonresident pupils in attendance upon our schools. Under the terms of the law only 43 of these pupils were compelled to pay tuition, all the rest being exempt in most instances because their parents were in Government employ.

The presence of nonresident children whose parents pay nothing toward the support of the schools thus contributes, although in no great degree, to the cost of maintaining the public schools in this city.

It is also reasonable to suppose that the children of the families comprising the large transient population which ebbs and flows with Congress do not come from tax-paying households. Neither is it true in any sense that the contribution made by the Government under the act of 1878 to the support of the local municipality was designed to cover tuition charges for temporary residents of the District, inasmuch as this contribution was originally made in lieu of the payment of taxes on the vast holdings of the United States Government in the District of Columbia.

## PER CAPITA COST OF SCHOOLS.

The "number of pupils instructed one day per teacher" and the "number of pupils instructed one day for each \$1 spent in salaries for officers and teachers" have absolutely no significance unless the nature of the instruction given is known. A teacher in a school for defective and backward children has from 8 to 15 pupils. A kindergarten school of 35 or 40 pupils has two teachers. A high-school section in Greek may have 10 pupils, while another in English literature may have 40, and a graded school may have 48. Pupils in manual training shops, cooking schools, sewing classes, and those taught by teachers of drawing, music, and physical culture have already been counted in regular class rooms. The number of teachers increases with the scope of the instruction and the variety of special subjects taught.

In other words, the more specialized and up to date the instruction the larger the number of teachers required and the higher the cost. To make a comparison of the school expenditures of one city with those of another, not only must the conditions of school organization and instruction in both cities be accurately known, but they must be absolutely identical. The table of averages in question conveys no hint of the varying conditions, standards, processes, or products which, as every one familiar with the schools knows, distinguish one school system from another.

In 1906 the District of Columbia Committee of the House of Representatives conducted an investigation of the public schools. The

investigation lasted from February 26 to March 13, 1906. The chairman of the subcommittee in charge was Mr. Morrell, of Pennsylvania. The hearings cover 441 printed pages. Charges of excessive cost of schools and extravagance in their management constituted then as now the staple criticism of the opponents of the school administration. The committee reported to Congress April 20, 1906, as follows:

While at first, in view of the testimony submitted, the committee was of the opinion that radical reform in the school system was necessary, yet as the hearings advanced and the committee became better acquainted with the school system as it now maintains, the conclusion was reached that the organization and teaching system should not be disrupted, but should be retained, at least for the present, as now constituted, with the few changes contained in the bill in regard to management.

Among the different points which were developed, that point which to the committee seemed absolutely necessary to bring the school system of the District of Columbia to a state of efficiency commensurate with what the public-school system of the National Capital ought to be, and to maintain it there, was an increase of salaries for the teaching and executive force.

A noteworthy result of this searching investigation of the schools at that time, only four and one-half years ago, was that the committee reported a new school law which increased the salaries of teachers by \$162,000, or 14½ per cent, and increased the whole appropriation for schools for the next year by nearly half a million, \$426,315, thus adding 24 per cent on the whole school expenditure.

The same arguments which are now offered against the school management were then submitted, and the same answers were substantially made by the board, with the significant result that Congress vested the appointment of the school board in the judges of the Supreme Court of the District of Columbia and largely added to expenditures for the school purposes.

In 1906, when the subject of school expenses was, as now, being discussed in Congress and in the local press, I made a comparison between the total amount of money spent in the District of Columbia for the prevention and punishment of crime and the support of paupers and the amount spent for educational purposes. The exhibit was of so startling a nature that it was published in the Evening Star and commented upon editorially.

The Star said at that time, Wednesday, March 28, 1906:

Educational work is the best possible preventive of criminal tendencies.

An addition to the school cost is to be regarded as an investment in good citizenship and law obedience.

While the police and courts and prisons are necessary in the present condition of society, the schools will always be essential.

They should be rated higher than the punitive and correctional work and given a more liberal scope and wider equipment.

What is the situation to-day?

The total amount to be spent during the current year for preventive, punitive, correctional, and charitable purposes is \$2,018,712.99; for public schools, \$3,011,960.

With such an alarming exhibit as this, I submit that it is not an opportune time to raise the issue against the expenses of education.

There is surely a startling disproportion between the amounts available for constructive education on the one hand and those made necessary by crime and pauperism on the other.

Something is out of balance.

It is the cherished theory and hope of all students of sociology that as the right kind of education brings in its wake increasing intelligence, skill in the manual arts, morality, and good citizenship in like proportion will crime and poverty diminish.

In connection with the discussion of the excessive cost of schools came the proposal to abolish the board of education. The schools of the District have been managed since their organization in 1805 by boards composed of representative citizens from official, professional, and business life. Much of the development of this school system was accomplished through the labors of these men who served the community with no expectation of pecuniary reward.

In fact, for 64 years, or until 1869, there were no supervising officers, much of the work now done by paid officials being accomplished by committees of the boards of trustees. Had it not been for the self-sacrificing labors of these men during the years when the free public schools were struggling for very existence against the prejudices fostered by those who would forever make them a refuge for children whose parents were too poor to pay tuition for their education, these schools, while they might have survived, would surely not so soon have established themselves in the confidence of the people and made possible the extraordinary progress that has brought them to the standards of material equipment and teaching efficiency that distinguish them to-day.

The tendency of the times is clearly away from autocratic methods, either of school administration or of class-room management. The linking of the indissoluble interests of home and school through organizations of parents and teachers, a movement widespread in its influence, suggests that the people are coming into closer relations with their schools. More imperative than ever is it that the fathers and mothers should be intrusted through their best representatives with the control of the forces that are responsible for the training of their children.

I am indebted to Assistant Superintendent Bruce for obtaining and summarizing reports from 100 American cities with relation to the control of the public schools by boards of education.

## THE CONTROL OF SCHOOL AFFAIRS BY BOARDS OF EDUCATION.

I.—Of the 100 American cities which answered the questionnaire, every single one except Buffalo, N. Y., replied that the public schools are under the control of a board of education. And in Buffalo the schools are kept close to the people by reason of the fact that the office of superintendent of schools is elected for a term of four years.

II.—Eight of the 100 cities are governed by the commission plan rather than by the traditional mayor and council—Haverhill and Gloucester in Massachusetts; Topeka, Kans.; Tacoma, Wash.; Galveston, Tex.; St. Joseph, Mo.; Des Moines, Iowa; and Memphis, Tenn. But in every one of these commission-governed cities the schools are rigorously separated from the municipal government and placed under the control of a responsible board of education.

III.—Ninety-two out of the 100 cities replied that their municipal government is in the hands of the mayor and council, but 87 of these said that their boards of education are not responsible to the municipal authorities.

IV.—Members of the board of education are selected as follows: By the council in 8 cities; by the mayor in 20; by popular election in 70; by the commission in none.

V.—Here are authoritative statements from officials in seven out of the eight commission-governed cities in answer to the question: "What are the powers and duties of the board (of education) in respect to (1) school properties, (2) school expenditures, and (3) school revenues?"

1. *Des Moines, Iowa.*—Charge of all school properties, erect new buildings, in all ways provide for the schools. Authorize all expenditures and give orders on school treasurer. \* \* \* The county pays over the money (school revenues) to the school treasurer.

2. *Galveston, Tex.*—Absolute control.

3. *Gloucester, Mass.*—They have charge of supplies, but not of building or furniture. They have full power over school expenditure except repairs on buildings, etc.

4. *Memphis, Tenn.*—Council must levy a tax of at least 25 cents. This is a supreme court decision, based on section 5, act of March 28, 1889. Original charter (1869) provides that a tax "sufficient to cover expenses" may be levied, not to exceed \$10 for every youth between the ages of 6 and 20 years (sec. 9). The board has complete powers and mandatory duties separate from city government. Board has full authority in regard to acquiring property, making expenditures, etc. Bond issues are authorized by legislature from time to time.

5. *St. Joseph, Mo.*—Have full control (school properties and expenditures). Can levy taxes up to limit set by law; above this can hold election to increase revenue.

6. *Tacoma, Wash.*—Absolute control under statutory limitations of properties and expenditures. "School district separate in all senses (from municipal government)."

7. *Topeka, Kans.*—Absolute control (school properties and school expenditures). Power to levy for school purposes under limitations of the State law.

VI.—Here are similarly authoritative statements from the commission-governed cities in answer to the question: "In what relation

to the municipal government does the management of the public schools stand?"

1. *Des Moines, Iowa*.—No relation whatever.
2. *Galveston, Tex*.—Entirely separate.
3. *Gloucester, Mass*.—The municipal council appropriates money at the request of the school board.
4. *Haverhill, Mass*.—I don't know what is meant.
5. *Memphis, Tenn*.—The two commissions independent of each other.
6. *St. Joseph, Mo*.—Independent in every way except control of health.
7. *Tacoma, Wash*.—Has no relation whatever.
8. *Topeka, Kans*.—The management of the schools is independent.

VII.—Out of the 100 cities answering the questionnaire, the boards of education have exclusive control of school properties in 87. In 83 cities the boards of education have exclusive control of school expenditures. And in 53 cities, under the conditions imposed by the statutes, the boards of education have control of school revenues.

Here are some illustrations of the powers of boards of education as officially reported in response to our questionnaire:

1. *Albany, N. Y.*.—Complete control (school properties). Complete control (school expenditures); except that all separate expenditures amounting to more than \$250 must be by contract.
2. *Newark, N. J.*.—Title to all school property is vested in ~~fee simple~~ in board of education. The board has sole control of all its expenditures. \* \* \* The local budget is determined by a board of school estimates consisting of mayor, two members of the board of education and two members of the common council. The budget fixed by the said board must be confirmed by the common council. For several years the common council has passed the budget without change. Large items, such as teachers' salaries, are regarded as mandatory upon common council.
3. *New Haven, Conn.*.—School board purchases, holds, and cares for all school properties; erects all school buildings, decides upon all school expenditures.
4. *New York City*.—Has the power of a corporation. Represents school system before board of estimate. Uses, controls, and disposes of school property. Administers general school fund (three mills on assessed valuation of city property for teachers' salaries), and special school fund (for other purposes).
5. *Paterson, N. J.*.—The board of education has entire control of all school property and regulates all school expenditures within the amount appropriated to them by board of school estimate.
6. *Trenton, N. J.*.—The board has the management and control of public-school buildings, the selection and purchase of sites, and erection of buildings. The board has full control of school expenditures. \* \* \* The board of education determines what amount in addition to the sum received from the State is necessary for the maintenance of the schools for the year and certifies this amount to a board of school estimates made up of two members of the board, two members of the city council, and the mayor.

These six cities have been chosen because the members of their boards of education are appointed by the municipal authorities. In cities where the members are elected by popular vote, the powers of the boards of education are greater as is indicated in the following illustrations:

1. *Akron, Ohio*.—They have absolute control under the statutes of all school properties. They have absolute control of all school expenditures, under the laws of

the State. School revenues are, in the main, acquired by local taxation. The board of education under the laws of the State has absolute power in the levying of taxes.

2. *Boston, Mass.*—Complete power of appropriations and expenditure within the statutory limit of \$3.71 on each \$1,000 of the assessed valuation of the city.

3. *Cincinnati, Ohio.*—The board has absolute control of all properties and expenditures. Levies a tax sufficient to meet all expenditures without revision.

4. *Cleveland, Ohio.*—The board of education has full control of all school properties and school expenditures. Also full control of budgets and bond issues. The latter, of course, limited by statutory provision. There is entire separation of the school government from the municipal government, and full responsibility is placed upon the board of education for the raising of revenue and the expenditure of money, even to that of buying real estate and issuing bonds, without review by any other power.

5. *Denver, Colo.*—Complete jurisdiction (over school properties, expenditures, and revenues).

6. *Erie, Pa.*—Can condemn private property for school purposes at a fair valuation. Can levy their own school tax to the extent of 20 mills. Have absolute control over their own revenues.

7. *Harrisburg, Pa.*—Powers are practically unlimited except that they can not borrow money by issuing bonds, beyond 2 per cent of assessed valuation. There is no appeal except to the courts in any act of a third class city school board of Pennsylvania. This board is a law unto itself.

8. *Indianapolis, Ind.*—The board is a separate and independent corporation, controls all school property and expenditures, and levies its own taxes.

9. *Kansas City, Mo.*—They have complete control in levying and expending the school revenue, also to purchase sites and erect buildings. It is a corporation entirely independent of the municipal corporation of the city.

10. *Lexington, Ky.*—The board of education is vested with all corporate power. May buy, sell, and hold as other corporations. They may assess a tax of 35 cents for school purposes and 10 cents for sinking-fund purposes; this fund, in addition to the per capita received from the State, constitute the revenues of the board of education.

\* \* \* The funds are disbursed by checks signed by the president of the board, etc.

11. *Lowell, Mass.*—Power is absolute over all proper expenditures. Power is absolute (over school revenues); the city \* \* \* is liable for and must pay all bills incurred by the school committee.

12. *Milwaukee, Wis.*—Entire charge (properties, expenditures, revenues)

From the many other illustrations of the powers possessed by elective boards of education, I select at random three:

13. *Minneapolis, Minn.*—Full authority (over properties, expenditures). Take what is awarded by the board of tax levy. The board of education is represented on the board of tax levy.

14. *New Britain, Conn.*—Full power.

15. *St. Louis, Mo.*—Absolute (over school properties). Absolute (over expenditures) so long as they are for school purposes and do not conflict with State constitution. The board determines the rate of taxation (at present 60 cents of the \$100). This is collected with other municipal revenue and turned over to the board of education.

VIII.—In conclusion I would quote from "American Education," by Commissioner Andrew S. Draper of the State of New York:

The powers of the city boards of education are very broad, almost without limits, as to the management of the schools. They commonly do everything but decide the amount of money which shall be raised for the schools, and in some cases even that high prerogative is left to them. They purchase new sites, determine the plans and

erect new buildings, provide for maintenance, appoint officers and teachers, fix salaries, make promotions, and, acting within very few and slight constitutional or statutory limitations, enact all of the regulations for the control of the vast system.

The high powers cheerfully given by the people to school boards have arisen from the earnest desire that the schools shall be independent and the teaching of the best.

And in another place Dr. Draper says in his book:

The affairs of the school should be wholly separated from municipal business, and the school organization should have no connection whatever with municipal politics.

#### RESIGNATION OF ASSISTANT SUPERINTENDENT HUGHES.

On the 1st of March, 1911, Asst. Supt. Percy M. Hughes severed his connection with the public schools of Washington to accept the superintendency of the city of Syracuse, N. Y.

The resignation of Mr. Hughes was a great loss to our educational system. He was first appointed a teacher in the public schools of the District of Columbia in 1886. By the promotion of Dr. Francis R. Lane to the position of director of high schools, he became principal of the Central High School. When Dr. Lane resigned in June, 1902, Mr. Hughes became his successor and continued in the position of director of high schools until the enactment of the school law of 1906, when he was elected assistant superintendent for the white schools. His rise from the position of teacher to that of assistant superintendent came in the natural order of things as a just and timely recognition of work thoroughly done in humbler and less responsible places.

Familiarity with details, thoroughness, untiring industry, frankness of speech, patience, judicial deliberation yoked with promptness of action and a manifest desire to be fair, have been the characteristics of his administrative work.

The exceptional qualifications possessed by Mr. Hughes for the important office he held, and his familiarity with every department of our school system, made the task of selecting his successor a difficult one. Inasmuch as the organic law gives to the assistant superintendent certain important duties in connection with the unification of the work of the high schools, it became necessary to consider as Mr. Hughes's successor only such school officers as had had experience in the work of secondary schools. The choice fell upon Mr. Ernest L. Thurston, who was formerly the head of a department in the Business High School, and for the last three years has been supervising principal of the third division. His place was filled by Mr. Stephen Elliot Kramer, who voluntarily relinquished the position of director of intermediate instruction, the duties of which he had successfully performed for three years, and who, in addition to his ordinary work, had acted with great efficiency in the capacity of

assistant superintendent from the time of the resignation of Mr. Hughes to the end of the school year.

It is gratifying to learn that Mr. Hughes is winning immediate success in his new field of labor.

#### ADDITIONAL READING MATTER.

I heartily approve the suggestion of the director of primary instruction that, inasmuch as it is not possible with the limited funds at our disposal to supply all the schools with additional sets of readers, an economical and effective measure would be to buy as many half sets of as many good reading books as we can afford and use them in turn in the various schools, placing them where they are most needed, at the discretion of the director of primary instruction. Some such arrangement seems imperative.

A similar extension of the facilities for giving the pupils access to supplementary reading bearing upon the various subjects of study, particularly those of history and geography, should be made in the higher grades.

#### UNGRADED SCHOOLS.

That type of ungraded school which takes care of the atypical child and the boy who seems to be beyond restraint has been developed fairly well in our school system, and has its value. That form of the ungraded school which looks after the backward pupil who is neither defective nor incorrigible, but who has fallen behind his classmates for one reason or another, chiefly because of absence on account of prolonged illness, remains to be provided, and it seems to me no other feature of our school organization quite so imperatively demands attention as this. It is entirely practicable, in my opinion, to set up one or more ungraded classes of this kind in every division, which would serve an excellent purpose in enabling children who have been absent or who have lost ground, to retrieve themselves and find their places again with their regular classes. This method of handling the backward children has been approximated in a few of the primary schools with excellent results.

#### FRESH-AIR SCHOOLS.

An experiment which promises much for the physical well-being of the pupils was conducted during the year at the Blake School in the room of the fourth grade by Miss Sue H. Gardner, under the direction of the Supervising Principal Selden M. Ely.

A cold-air school for anemic and tuberculous children has long been contemplated and reports which I obtained two years ago from the Society of Visiting Nurses showed that there were enough children of this class in attendance upon our graded schools to warrant the establishment of at least two such special classes, one for white

and one for colored children. A number of such children were cared for during the summer months at the outdoor camp at the Tuberculosis Hospital, but I am informed that it has proven difficult to induce these children to remain for treatment after the opening of the schools in September, and many of them have drifted back into the public schools. The proposal to conduct open-air schools for children with incipient consumption has never materialized, principally for lack of a suitable place in which to establish them, it not being deemed good policy to set up such schools in buildings occupied by other children.

The experimental fresh-air school, therefore, was composed of children in normal health assembled under average conditions. The only special arrangements made for these pupils were cutting off the heat supply, providing a blanket for each pupil, to be wrapped round his feet and legs in severe weather, and furnishing hot milk and crackers as a simple and nutritious lunch at the morning recess. As the room was located in the southeast corner of the building it was the one best adapted for winter use, having the advantage of the sun and being protected from the cold winds which would have been found on the north side of the building.

Miss Gardner entered upon the experiment with great enthusiasm and had the intelligent cooperation of Supervising Principal Ely. In addition to this the Health Officer made scientific observations from time to time of the pupils, testing the physical condition and development.

The necessary supplies of food were furnished through the agency of the local Society for the Prevention of Tuberculosis. This was supplemented by a small contribution of the pupils. Milk was furnished by the White Cross Milk Co. The Havenner Baking Co. also donates two and one half dozen rolls each school day during the last three months of the session.

A complete report was made of the operations of this school during the end of the year by Mr. Ely which was conclusive of the fact that the children benefited greatly from the changed conditions of the schoolroom, gaining in weight and in strength and, as far as can be determined in so short a period, the educational results were as good as those in schools conducted under normal conditions.

Mr. Ely quotes as follows from a report of Miss Gardner, teacher of the school:

So far as I can judge, the gain in mental alertness, in accuracy, in interest, in energy, in initiative has been, if anything, more marked than the physical gain. My school is never listless or apathetic, whatever else it may be. It has taken hold of the new work in arithmetic, long and short division, with a rapidity and an assurance that have surprised me. The A class especially is ahead of the course of study in the essential subjects. To quote from the children once more "they are coming up in all their lessons" since they have been in the fresh-air room.

*Financial statement, open-air schoolroom.*

Contributions.....	\$20.00
Collections from school children.....	18.42
Total receipts.....	\$38.42

**DISBURSEMENTS.**

Cocoa.....	13.10
Soup.....	.50
Rolls and crackers.....	18.82
Sugar.....	6.00
Total disbursements.....	38.42

The school started with 38 children with the full consent of the parents. Only 6 children were transferred to the other schools.

Following is a brief summary of Dr. Norris's report to the health department on the examinations made:

The average gain in weight per pupil for those who remained in the open-window room the entire year was 2.85 pounds; the average gain in weight for those pupils who remained in an indoor school was 1.89.

At all three comparisons of the open-window room with an indoor room which have been made during the year the gain in health has been greater in the open-window school.

The teacher of the open-window school deserves commendation in that she has held constantly before the minds of the children that morality and cleanliness were two of the most important factors conducive to health.

I believe, however, that, while the stimulus of fresh air in the schoolroom and the benefit of the hot lunch at recess ought clearly to produce better results in some of the studies of the curriculum, it is not reasonable to suppose that those employments which require the use of the hands, such as writing and drawing, can be performed with as much nicety as they can by pupils in a room thoroughly heated. It is yet to be demonstrated by more thorough experiment whether radical changes in the course of study would not have to be made to meet the peculiar conditions which attach to schools of this novel character. Nobody supposes that all schoolrooms are ultimately expected to be fresh-air schools, but it is clear that to meet the needs of tuberculous and anaemic children there should be many such schools.

After all, the chief benefit which our schools have derived from this experiment is seen in the widespread publicity given to the movement for fresh air which we know has been reflected in a much greater degree of attention to ventilation and proper temperature by all of our teachers, and which we hope, and have reason to believe, has influenced in a corresponding way, parents and housekeepers, by calling their attention to the advantages of better ventilation of the home. If public sentiment has been awakened, as is suggested, to the importance of these things which vitally concern the health of

parents and children alike, the immediate results of the fresh-air school upon the children in attendance thereon sinks into comparative insignificance compared with the greater and far-reaching results upon the community at large.

#### VOCATIONAL TRAINING.

Manual training in the sense in which boys and girls are afforded opportunities to supplement the purely academic studies by those employments which in the modern curriculum are designed to train the hand and the eye is fairly well developed in the public schools of Washington.

Every boy in the seventh and eighth grades is required to take a course in carpentry and every girl a course in cooking, and in the grades from the third to the sixth all the girls are taught to sew. Add to these special forms of manual training the thoroughly organized course in drawing which covers every grade in the elementary schools, and it must be admitted that the opportunities afforded our pupils for manual training are quite as good as those provided in most cities.

Some form of manual training should be provided for the boys in the grades in which the girls are taught to sew, namely the third, fourth, fifth and sixth.

The courses in the two manual training high schools are excellent of their kind. Boys are fitted to enter the higher technical schools. Few, comparatively, enter such schools, the great body of the graduates entering upon some business pursuit. An expansion of the course in mechanical drawing to include architectural drawing would no doubt enlarge the opportunities of the boys who take this course. When we consider, however, the completeness and expensiveness of the plant, and the facilities already at hand for specialized industrial instruction, it is to be regretted that no trades have as yet been taught in these schools.

The two-year course which was originally outlined and for several years chosen by a considerable number of pupils came under the ban of the superintendent in 1907, and as the principal was not in favor of its continuance, it has been practically eliminated from the school. It should be restored, not perhaps as an independent academic course leading to a diploma or certificate, but as constituting the third and fourth year of a course begun in the seventh grade for teaching trades. Such a course, whatever the trades first taught might be, would no doubt attract many boys who now leave school before the high-school age. It would require a comparatively small addition to the teaching force and a small expenditure for equipment. With a plant now approaching a million dollar valuation, it would seem that the mate-

rial resources of these schools ought to be made available to meet more fully the needs of the community.

Near the close of the school year I sent out among the teachers an inquiry as to the number of pupils in the sixth, seventh and eighth grades who desired to learn trades in case a trade school should be established. This information was sought for the purpose of ascertaining the sense of the community in the matter of trade teaching. The pupils' choice of a trade was reported only when approved by the parent. The results are full of interest. It is questionable whether the answers received are of much value as an index of the industrial needs of the District of Columbia. They show only what the child would like to be when he grows up. This may or may not be significant of a local demand for workmen in any particular industrial line.

Ninety-six boys wanted to be carpenters, 6 wanted to be cabinet-makers, 150 wanted to be machinists, 83 wanted to be electricians, and 28 electrical engineers.

Two hundred and forty-seven girls wanted to be dressmakers and 181 wanted to be milliners, while only 5 wished to become cooks. Only 10 boys expressed a wish to be plumbers, 25 printers, 3 brick-layers, and 1 bookbinder.

No mistake would be made in providing at once a thorough trade course for the numerous girls who desire to learn dressmaking and millinery, as there is always a steady demand among housewives for persons skilled in these domestic arts.

It might be well to start a few classes also in carpentry and cabinet-work. Beyond this the development of the trade school in Washington must be gradual and measured by an unmistakable local demand. A promiscuous teaching of trades could easily prove to be wasteful and ill advised.

I can not close this report, which marks the termination of my work as superintendent of the public schools of the District of Columbia, which has extended over a period of nine years and six months, without an expression of thanks for the cordial support and cooperation accorded me officially by your board and the many evidences of confidence and regard I have received from the individual members thereof.

Very respectfully,

A. T. STUART,  
*Superintendent of Schools.*

## STATISTICS.

## Pupils enrolled:

First nine divisions.....	38, 168
Tenth, eleventh, twelfth, and thirteenth divisions.....	18, 616
Total.....	56, 784
White pupils (male, 19,015; female, 19,153).....	38, 168
Colored pupils (male, 8,363; female, 10,253).....	18, 616
Total.....	56, 784
Male pupils (white, 19,015; colored, 8,363).....	27, 378
Female pupils (white, 19,153; colored, 10,253).....	29, 406
Total.....	56, 784

	Male.	Female.	Total.
Pupils in—			
Kindergartens.....	1,563	1,646	3,209
Elementary schools.....	22,767	23,708	46,475
Secondary schools.....	2,683	3,603	6,286
Normal schools.....	13	362	375
Ungraded schools.....	352	87	439
Total.....	27,378	29,406	56,784

## PER CENT OF TEACHERS.

The per cent of all teachers was: White—male, 5.41; female, 62.56; total, 67.97. Colored—male, 6.92; female, 25.11; total, 32.03; distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Kindergarten.....	5.23	5.23	5.23	2.68	2.68	2.68	7.91	7.91	7.91
Elementary.....	0.41	43.14	43.55	3.02	18.14	21.16	3.43	61.28	64.71
Secondary.....	4.13	7.91	12.04	2.74	1.62	4.36	6.87	9.53	16.40
Normal.....	1.22	1.22	.12	.52	.64	.12	1.74	1.74	1.86
Ungraded.....	.93	.93	.17	.29	.46	.17	1.22	1.22	1.39
Special and other departments.....	.87	4.13	5.00	.87	1.86	2.73	1.74	5.99	7.73
Total.....	5.41	62.56	67.97	6.92	25.11	32.03	12.33	87.67	100.00

The per cent of white teachers was: Male, 7.96; female, 92.04; distributed as follows:

	Male.	Female.	Total.
Kindergarten.....		7.70	7.70
Elementary.....	0.60	63.48	64.08
Secondary.....	6.07	11.63	17.70
Normal.....		1.79	1.79
Ungraded.....		1.37	1.37
Special and other departments.....	1.29	6.07	7.36
Total.....	7.96	92.04	100.00

The per cent of colored teachers was: Male, 21.60; female, 78.40; distributed as follows:

	Male.	Female.	Total.
Kindergarten.....		8.35	8.35
Elementary.....	9.43	56.63	66.06
Secondary.....	8.53	5.08	13.61
Normal.....	.37	1.63	2.00
Ungraded.....	.55	.90	1.45
Special and other departments.....	2.72	5.81	8.53
Total.....	21.60	78.40	100.00

#### ENROLLMENT.

The number of pupils enrolled was 56,784—38,168 white and 18,616 colored. This shows an increase of 648, or 1.15 per cent. over the previous year.

The average enrollment was 48,496, or 2.22 per cent. above that of the previous year.

The average number of pupils in daily attendance was 45,436.

There were employed 1,720 teachers, as follows:

	Male.	Female.	Total.
First nine division.....	93	1,076	1,169
Tenth, eleventh, twelfth, and thirteenth divisions.....	119	432	551
Total.....	212	1,508	1,720
White teacher.....	93	1,076	1,169
Colored teacher.....	119	432	551
Total.....	212	1,508	1,720

Teachers were distributed as follows:

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Kindergarten.....		90	90		46	46		136	136
Elementary.....	7	742	749	52	312	364	59	1,054	1,113
Secondary.....	71	136	207	47	28	75	118	164	282
Normal.....		21	21	2	9	11	2	30	32
Ungraded.....		16	16	3	5	8	3	21	24
Special and other departments.....	15	71	86	15	32	47	30	103	133
Total.....	93	1,076	1,169	119	551	212	1,508	1,720	

## The day schools cost—

Officers <sup>1</sup> .....	\$58,691.68
Teachers <sup>2</sup> .....	1,627,168.90
Janitors and care of buildings and grounds.....	111,507.69
Clerks and librarians.....	15,349.76
Medical inspectors.....	5,955.58
Custodian of textbooks and assistant.....	1,796.67
Fuel, gas, and electric light.....	82,561.18
Textbooks and supplies for the first eight grades.....	65,123.84
Rent of buildings and rented rooms.....	15,808.50
Rent, equipment, and care for temporary rooms to provide for increased enrollment under compulsory education act.....	13,987.93
Furniture for new buildings.....	63,795.45
Industrial instruction, including manual training, domestic science, and domestic art.....	19,837.67
Contingent expenses.....	47,473.19
Kindergarten supplies.....	2,797.18
Apparatus for physics department.....	1,997.07
Extension of telephone system.....	858.73
Purchase of pianos.....	983.00
Purchase of United States flags.....	799.54
Maintenance of school gardens.....	1,190.12
Equipment of playgrounds.....	999.75
Maintenance of playgrounds.....	1,196.78
Repairs and improvements to school buildings and grounds and repairing and renewing heating apparatus, etc.....	59,813.78
Repairs to buildings, fire protection.....	37,453.92
Repairs to and changes in plumbing.....	39,102.33
Portable schools, purchase, erection, and maintenance of.....	464.12
New buildings and grounds.....	815,638.93
Total.....	<u>3,092,353.29</u>

## The night schools cost—

Salaries of supervising officers.....	608.00
Salaries of teachers.....	14,477.00
Salaries of janitors.....	2,410.00
Contingent expenses.....	2,491.17
Total.....	<u>19,986.17</u>
Grand total.....	<u>3,112,339.46</u>

There were enrolled in the night schools 4,370 pupils, of whom 2,386 were white and 1,984 colored, who were taught by 113 teachers, including director and assistant director, 60 white and 53 colored. There were 46 male teachers, 21 white and 25 colored; 65 female teachers, 38 white and 27 colored; and 2 male directors, 1 director white and 1 assistant director colored.

<sup>1</sup> Includes office of the board of education, superintendent, assistant superintendents, director of intermediate instruction, supervisor of manual training, supervising principals, and attendance officers.

<sup>2</sup> Includes all principals, directors, and assistant directors.

<sup>3</sup> Includes contractual obligations.

## The night schools cost—

	White.	Colored.	Total.
Supervisors:			
Director.....	\$320.00	.....	\$320.00
Assistant director.....	.....	\$288.00	288.00
Total.....	320.00	288.00	608.00
Teachers:			
Elementary.....	4,185.00	4,722.00	8,907.00
Secondary.....	2,840.00	2,396.00	5,236.00
Special.....	334.00	.....	334.00
Total.....	7,359.00	7,118.00	14,477.00
Janitors:			
Elementary.....	620.50	719.00	1,339.50
Secondary.....	571.00	416.00	987.00
Special.....	83.50	.....	83.50
Total.....	1,275.00	1,135.00	2,410.00
Contingent expenses:			
Elementary.....	760.54	1,206.23	966.77
Secondary.....	1,402.94	1,025.77	1,428.71
Special.....	95.69	.....	95.69
Total.....	1,259.17	1,232.00	2,491.17
Grand total.....	10,213.17	9,773.00	19,986.17

Includes \$43.05 for domestic science.

Includes \$30.50 for domestic science.

Includes \$52.09 for domestic science.

## Enrollment, attendance, and teachers in the night schools:

	White.	Colored.	Total.
Whole enrollment:			
Elementary.....	1,232	1,290	2,522
Secondary.....	960	694	1,654
Special.....	194	.....	194
Total.....	2,386	1,984	4,370
Average enrollment:			
Elementary.....	551	973	1,524
Secondary.....	515	512	1,027
Special.....	135	.....	135
Total.....	1,201	1,485	2,686
Average attendance:			
Elementary.....	416	819	1,235
Secondary.....	386	412	798
Special.....	102	.....	102
Total.....	904	1,231	2,135
Percentage of attendance:			
Elementary.....	75.2	84.2	80.9
Secondary.....	75.7	80.2	78.2
Special.....	75.7	.....	75.7
Total.....	75.2	82.8	79.7
Supervisors:			
Director.....	1	.....	1
Assistant director.....	.....	1	1
Total.....	1	1	2
Teachers:			
Elementary.....	31	35	66
Secondary.....	24	17	41
Special.....	4	.....	4
Total.....	59	52	111
Total of teachers and supervisors.....	60	53	113

The night schools were taught in buildings used for day schools and were in session 59 nights.

Schools.	Whole enrollment.			Average enrollment.	Average attendance.	Per cent of attendance.	Nights open.	Teachers.		
	Male.	Female.	Total.					Male.	Female.	Total.
Supervisors:										
Director.....								1		1
Assistant director.....								1		1
Total.....								2		2
<b>ELEMENTARY.</b>										
White:										
Franklin.....	471	142	613	245	179	72.7	64	4	10	14
Gales.....	184	39	223	119	96.	80.6	63	2	4	6
Jefferson.....	149	27	176	100	79	79.0	63	2	5	7
Wallach.....	183	37	220	87	62	70.6	64	1	3	4
Total.....	987	245	1,232	551	416	75.2	.....	9	22	31
Colored:										
Birney.....	44	39	83	63	44	69.1	63	2	1	3
Deanwood.....	40	20	60	28	21	75.8	56	1	.....	1
Garfield.....	21	71	92	66	55	82.8	64	1	1	2
Garnet.....	160	211	371	305	276	90.7	63	5	4	9
Lovejoy.....	46	57	103	77	61	79.0	63	2	1	3
Phillips.....	43	59	102	79	67	84.7	63	2	1	3
Randall.....	90	121	211	162	127	78.8	63	4	3	7
Stevens.....	111	157	268	193	168	86.8	63	1	6	7
Total.....	555	735	1,290	973	819	84.2	.....	18	17	35
Total.....	1,542	980	2,522	1,524	1,235	80.9	.....	27	39	66
<b>SECONDARY.</b>										
White:										
Business High.....	231	194	425	248	196	79.7	64	4	1	12
McKinley Manual Training.....	316	219	535	267	190	71.3	63	8	4	12
Total.....	547	413	960	515	386	75.7	.....	12	12	24
Colored:										
Armstrong.....	130	335	465	351	280	78.5	64	3	9	12
Mott.....	128	101	229	161	132	83.2	64	4	1	5
Total.....	258	436	694	512	412	80.2	.....	7	10	17
Total.....	805	849	1,654	1,027	742	78.2	.....	19	22	41
<b>SPECIAL.</b>										
White:										
Berret No. 1.....		28	28	13	9	70.1	20			
Berret No. 2.....		35	35	20	16	80.1	22			
212 H Street NW., No. 1.....		23	23	18	16	87.9	21			
212 H Street NW., No. 2.....		20	20	17	14	82.2	21			
1338 H Street NE., No. 1.....		24	24	15	11	70.4	21			
1338 H Street NE., No. 2.....		22	22	20	14	70.2	21			
646 Massachusetts Avenue NE., No. 1.....		27	27	19	12	66.1	21			
646 Massachusetts Avenue NE., No. 2.....		15	15	13	10	77.8	20			
Total.....		194	194	135	102	75.7	.....		4	4
Grand total.....	2,347	2,023	4,370	2,686	2,135	79.7	59.0	48	65	113

The relative number of pupils enrolled in the different grades of schools is shown by the following:

	White.	Colored.
Kindergarten.....	1,955	1,254
Elementary:		
Primary.....	17,199	10,175
Grammar.....	13,891	5,210
Secondary:		
Academic high.....	2,320	794
Business high.....	1,235	164
Manual training high.....	1,060	713
Normal.....	201	174
Ungraded.....	307	132
Total.....	38,168	18,616
Per cent of whole enrollment.....	67.22	32.78

<sup>1</sup> Part of Armstrong Manual Training School.

The day schools were in session 180.5 days.

TABLE I.—Attendance and cost of white and colored schools.

	White.	Colored.	Total.
Whole enrollment:			
Kindergarten.....	1,955	1,254	3,209
Elementary.....	31,090	15,385	46,475
Secondary.....	4,615	1,671	6,286
Normal.....	201	174	375
Ungraded.....	307	132	439
Total.....	38,168	18,616	56,784
Increase for the year.....	97	551	648
Per cent of increase.....	0.25	3.05	1.15
Average enrollment:			
Kindergarten.....	1,352	887	2,239
Elementary.....	27,200	13,218	40,418
Secondary.....	3,901	1,320	5,221
Normal.....	190	162	352
Ungraded.....	179	87	266
Total.....	32,822	15,674	48,496
Increase for the year.....	486	568	1,054
Per cent of increase.....	1.50	3.76	2.22
Average attendance:			
Kindergarten.....	1,185	802	1,987
Elementary.....	25,444	12,452	37,896
Secondary.....	3,721	1,241	4,962
Normal.....	186	160	346
Ungraded.....	162	83	245
Total.....	30,698	14,738	45,436
Increase for the year.....	433	376	809
Per cent of increase.....	1.43	2.61	1.81
Whole enrollment:			
Boys.....	19,015	8,363	27,378
Girls.....	19,153	10,233	29,406
Total.....	38,168	18,616	56,784
In night schools.....	2,386	1,984	4,370
Grand total.....	40,554	20,600	61,154
School buildings: <sup>1</sup>			
Kindergarten—	(*)	(*)	(*)
Permanent.....	1	3	1
Portable.....			
Rented.....			
Total.....	1	3	4

<sup>1</sup> Not including storehouse, abandoned buildings, and those razed to the ground.

<sup>2</sup> Housed in elementary school buildings. Buildings counted among buildings for elementary schools.

TABLE I.—Attendance and cost of white and colored schools—Continued.

	White.	Colored.	Total.
<b>School buildings—Continued.</b>			
Elementary <sup>1</sup> —			
Permanent.....	91	46	137
Portable.....	9	5	14
Rented.....		3	3
Total.....	100	54	154
Secondary—			
Permanent.....	5	2	7
Portable.....		3	3
Rented.....	2		2
Total.....	7	5	12
Normal—			
Permanent.....	(*)	(*)	(*)
Ungraded—			
Permanent.....		1	1
Rented.....	6	1	7
Total.....	6	2	8
Other purposes—			
Permanent.....	5	2	7
Rented.....	10	3	13
Total.....	15	5	20
Grand total.....	129	69	198
<b>Schoolrooms: <sup>2</sup> a</b>			
Kindergarten—			
Permanent.....	44	20	64
Portable.....	1		1
Rented.....		4	4
Miscellaneous <sup>4</sup>	1		1
Total.....	46	24	70
Elementary <sup>5</sup> —			
Permanent.....	695	296	991
Portable.....	9	5	14
Rented.....		13	13
Miscellaneous.....		1	1
Total.....	704	315	1,019
Secondary—			
Permanent.....	108	29	137
Portable.....		3	3
Rented.....	4		4
Miscellaneous.....		2	2
Total.....	112	34	146
Normal—			
Permanent <sup>5</sup> .....	6	5	11
Ungraded—			
Permanent.....	3	5	8
Rented.....	12	1	13
Miscellaneous.....		2	2
Total.....	15	8	23
For other purposes—			
Permanent.....	54	29	83
Rented.....	21	3	24
Miscellaneous <sup>4</sup> .....	11	4	15
Total.....	86	36	122
Grand total.....	969	422	1,391

<sup>1</sup> Including Industrial Home and Orphans' Home not owned by the District of Columbia.<sup>2</sup> Housed in elementary school buildings. Buildings counted among buildings for elementary schools.<sup>3</sup> Not including storehouse, abandoned buildings, and those razed to the ground.<sup>4</sup> One basement room.<sup>5</sup> Rooms in elementary school buildings.<sup>6</sup> Two basement rooms.

TABLE I.—*Attendance and cost of white and colored schools—Continued.*

	White.	Colored.	Total.
Session rooms.....	742	344	1,086
Number of teachers:			
Male.....	93	119	212
Female.....	1,076	432	1,508
Total.....	1,169	551	1,720
Night schools.....	60	53	113
Grand total.....	1,229	604	1,833
Cost of tuition per pupil, including supervision, based on the average enrollment.....	\$35.49	\$33.18	\$34.54
Cost per pupil for all expenses, except repairs and permanent improvements, based on the average enrollment.....			\$44.12

TABLE II.—*Whole enrollment of pupils in the several kinds and grades of schools in the District of Columbia for the school year ending June 30, 1911.*

	White.	Colored.	Total.
Kindergarten.....	1,955	1,254	3,209
Elementary:			
Primary—			
First year.....	4,879	3,343	8,222
Second year.....	4,233	2,292	6,525
Third year.....	3,958	2,313	6,271
Fourth year.....	4,129	2,227	6,356
Total.....	17,190	10,175	27,374
Grammar—			
Fifth year.....	4,128	1,804	5,932
Sixth year.....	3,783	1,357	5,140
Seventh year.....	3,183	1,166	4,349
Eighth year.....	2,797	883	3,680
Total.....	13,891	5,210	19,101
Secondary:			
Academic high—			
First year.....	761	304	1,065
Second year.....	668	213	881
Third year.....	497	158	655
Fourth year.....	394	119	513
Total.....	2,320	794	3,114
Business high—			
First year.....	802	104	906
Second year.....	297	27	324
Third year.....	81	25	106
Fourth year.....	55	8	63
Total.....	1,235	164	1,399
Manual training high—			
First year.....	420	319	739
Second year.....	320	243	563
Third year.....	179	86	265
Fourth year.....	141	65	206
Total.....	1,060	713	1,773
Normal:			
First year.....	102	87	189
Second year.....	99	87	186
Total.....	*201	174	375
Ungraded.....	307	132	439
Grand total.....	38,168	18,616	56,784

<sup>1</sup> Part of Armstrong Manual Training School in old Mott School (business department).

TABLE III.—*Whole enrollment of pupils, white and colored, boys and girls, in the District of Columbia, by grades, for the school year ending June 30, 1911.*

	Boys.	Girls.	Total.	Per cent.
Kindergarten.....	1,563	1,646	3,209	5.65
Elementary:				
First grade.....	4,212	4,010	8,222	14.48
Second grade.....	3,440	3,085	6,525	11.49
Third grade.....	3,142	3,120	6,271	11.05
Fourth grade.....	3,134	3,222	6,356	11.19
Fifth grade.....	2,871	3,061	5,932	10.45
Sixth grade.....	2,394	2,746	5,140	9.05
Seventh grade.....	2,009	2,340	4,349	7.66
Eighth grade.....	1,565	2,115	3,680	6.48
Secondary:				
First year.....	1,184	1,526	2,710	4.77
Second year.....	733	1,035	1,768	3.11
Third year.....	438	588	1,026	1.81
Fourth year.....	328	454	782	1.38
Normal:				
First year.....	9	180	189	.33
Second year.....	4	182	186	.33
Ungraded.....	352	87	439	.77
Total.....	27,378	29,406	56,784	100.00
SUMMARY.				
Kindergarten.....	1,563	1,646	3,209	5.65
Elementary.....	22,767	23,708	46,475	81.85
Secondary.....	2,683	3,603	6,286	11.07
Normal.....	13	362	375	.66
Ungraded.....	352	87	439	.77
Total.....	27,378	29,406	56,784	100.00

The whole number of schools below the high school was as follows:

	White.	Colored	Total.
Kindergarten.....	46	24	70
Elementary:			
Primary—			
First grade.....	112	69	181
Second grade.....	112	62	174
Third grade.....	96	54	150
Fourth grade.....	103	54	157
Total.....	423	239	662
Grammar—			
Fifth grade.....	94	39	133
Sixth grade.....	96	37	133
Seventh grade.....	74	29	103
Eighth grade.....	78	25	103
Total.....	342	130	472
Ungraded.....	13	8	21
Grand total.....	824	401	1,225
Whole-day schools.....	554	241	795
Enforced half-day schools.....	132	100	232
Not enforced half-day schools.....	92	36	128
Kindergartens.....	46	24	70
Grand total.....	824	401	1,225

Number of enforced half-day schools above the second grade: White, 0, colored, 5.

*Half-day schools in the District of Columbia.*

	Half-day schools.		Grade of half-day schools, 1911.					Number above second grade, 1911.
	1911	1910	First.	Second.	Third.	Fourth.	Fifth.	
First division	14	12	6	8				
Second division	12	8	6	6				
Third division	18	12	9	9				
Fourth division	10	10	4	6				
Fifth division	16	8	8	8				
Sixth division	12	14	8	4				
Seventh division	18	18	9	9				
Eighth division	22	22	14	8				
Ninth division	10	10	8	2				
Ungraded schools, divisions 1-9								
Tenth division	22	30	12	10				
Eleventh division	26	28	14	12				
Twelfth division	26	26	12	11	2		1	3
Thirteenth division	26	34	15	9	2			2
Ungraded schools, divisions 10-13								
Total	232	232	125	102	4		1	5

The average number of pupils to the school, based on the whole enrollment, was as follows:

	White.	Colored.	Total.
Kindergarten	42.5	52.2	45.2
Elementary:			
Primary:			
First grade	43.5	48.4	45.2
Second grade	37.7	36.9	37.5
Third grade	41.2	42.8	41.8
Fourth grade	40.0	41.2	40.4
Grammar			
Fifth grade	43.9	46.2	44.6
Sixth grade	39.4	36.6	38.6
Seventh grade	43.0	40.2	42.2
Eighth grade	35.8	35.3	35.7
Secondary:			
Academic high <sup>1</sup>	22.7	25.1	22.8
Business high <sup>1</sup>	26.8	32.8	27.4
Manual training high <sup>1</sup>	19.6	20.9	20.1
Normal <sup>1</sup>	10.0	17.4	12.5
Ungraded	23.6	16.5	20.9

<sup>1</sup> To the teacher, excluding principal.

One thousand seven hundred and twenty teachers were employed as follows:<sup>1</sup>

	White.			Colored.			Total.		
	Male.	Female.	Total.	Male.	Female.	Total.	Male.	Female.	Total.
Kindergarten.....		90	90		46	46		136	136
Elementary:									
Primary—									
First grade.....	107	107	2	65	67	2	172	174	
Second grade.....	107	107	11	49	60	11	156	167	
Third grade.....	93	93	11	42	53	11	135	146	
Fourth grade.....	100	100	6	48	54	6	148	154	
Total.....	407	407	30	204	234	30	611	641	
Grammar—									
Fifth grade.....	94	94	3	36	39	3	130	133	
Sixth grade.....	1	95	6	31	37	7	126	133	
Seventh grade.....	74	74	5	24	29	5	98	103	
Eighth grade.....	6	72	8	17	25	14	89	103	
Total.....	7	335	342	22	108	130	29	443	472
Secondary:									
Academic high.....	33	72	105	23	12	35	56	84	140
Business high.....	13	34	47	3	2	5	16	36	52
Manual training, high.....	25	30	55	21	14	35	46	44	90
Total.....	71	136	207	47	28	75	118	164	282
Normal.....		21	21	2	9	11	2	30	32
Ungraded.....		16	16	3	5	8	3	21	24
Special:									
Director of primary instruction.....	1	1						1	1
Assistant director of primary instruction.....				1	1			1	1
Assistants in primary instruction.....									
Music.....	2	2		1	1			3	3
Drawing.....	11	11	2	5	7	2	16	18	
Physical training.....	8	8	6	5	5	6	8	14	
Manual training.....	8	8						13	13
Domestic science.....	15	15	7			7	22		22
Domestic art.....	18	18		9	9			27	27
Total.....	23	23		11	11			34	34
Grand total.....	15	71	86	15	32	47	30	103	133

The cost of the office of the board of education, supervision, and teaching was as follows:

	White.	Colored.	Total.
Office of the board of education:			
1 secretary.....	\$2,000.00		\$2,000.00
1 clerk.....		\$1,400.00	1,400.00
2 clerks.....	2,000.00		2,000.00
1 clerk.....	900.00		900.00
2 stenographers.....	1,680.00		1,680.00
1 messenger.....		720.00	720.00
Total.....	6,580.00	2,120.00	8,700.00
Cost per pupil (estimated on average enrollment).....	.20	.13	.17
2 attendance officers.....	1,500.00		1,500.00
1 attendance officer.....		600.00	600.00
Total.....	1,500.00	600.00	2,100.00
Cost per pupil (estimated on average enrollment).....	.04	.03	.04

<sup>1</sup> Includes all principals, heads of departments, directors, and assistant directors.

	White.	Colored.	Total.
<b>Supervision:</b>			
1 superintendent	\$5,000.00		\$5,000.00
1 assistant superintendent <sup>1</sup>	1,908.34		1,908.34
1 assistant superintendent		\$3,000.00	3,000.00
1 director of intermediate instruction	2,600.00		2,600.00
1 supervisor of manual training	2,600.00		2,600.00
9 supervising principals	22,783.34		22,783.34
4 supervising principals		10,000.00	10,000.00
1 principal of normal school	2,400.00		2,400.00
1 principal of normal school		2,400.00	2,400.00
3 principals of high schools	7,200.00		7,200.00
1 principal of high school		2,100.00	2,100.00
1 principal of business high school	2,400.00		2,400.00
1 principal of manual training school	2,400.00		2,400.00
1 principal of manual training school <sup>2</sup>		2,400.00	2,400.00
1 director of drawing	1,800.00		1,800.00
1 assistant director of drawing		1,500.00	1,500.00
1 director of music	1,900.00		1,900.00
1 assistant director of music		1,500.00	1,500.00
1 director of physical training	1,900.00		1,900.00
1 assistant director of physical training		1,500.00	1,500.00
1 director of domestic science	1,700.00		1,700.00
1 assistant director of domestic science		1,500.00	1,500.00
1 director of domestic art	1,700.00		1,700.00
1 assistant director of domestic art		1,400.00	1,400.00
1 director of primary instruction	2,000.00		2,000.00
1 assistant director of primary instruction		1,600.00	1,600.00
2 assistants in department of primary instruction	1,820.00		1,820.00
1 assistant in department of primary instruction <sup>3</sup>		1,110.00	1,110.00
1 director of kindergartens	1,700.00		1,700.00
1 assistant director of kindergartens		1,450.00	1,450.00
For session rooms, grammar, primary, and kindergarten schools.	22,256.93		22,256.93
For session rooms, grammar, primary, and kindergarten schools.		10,336.62	10,336.62
Total	86,068.61	41,796.62	127,865.23
Cost per pupil (estimated on average enrollment)	2.62	2.66	2.63
<b>Tuition:</b>			
Kindergartens—			
46 principals and 43 assistants	57,070.00		57,070.00
23 principals and 22 assistants		28,965.00	28,965.00
Total	\$ 57,070.00	* 28,965.00	86,035.00
Cost per pupil (estimated on average enrollment)	43.93	33.52	39.81
<b>Elementary schools:<sup>4</sup></b>			
Primary teachers—			
107 first, 107 second, 93 third, 100 fourth grade	277,831.33		277,831.33
67 first, 60 second, 53 third, 54 fourth grade		162,655.00	162,655.00
Grammar teachers—			
94 fifth, 96 sixth, 74 seventh, 78 eighth grade	329,638.24		329,638.24
39 fifth, 37 sixth, 29 seventh, 25 eighth grade		121,562.12	121,562.14
Total	\$ 607,469.57	* 284,217.12	891,686.69
Cost per pupil (estimated on average enrollment)	22.63	21.75	22.34
<b>Secondary schools—</b>			
Academic high—			
5 heads of departments	11,000.00		11,000.00
3 heads of departments		6,600.00	6,600.00
81 academic teachers	138,901.33		138,901.33
27 academic teachers		39,197.66	39,197.66
2 music teachers	2,300.00		2,300.00
1 music teacher		890.00	890.00
8 drawing teachers	8,360.00		8,360.00
2 drawing teachers		1,930.00	1,930.00
5 physical training teachers	5,080.00		5,080.00
1 military training teacher	900.00		900.00
1 military training teacher		700.00	700.00
Total	166,541.33	49,317.66	215,858.99
Cost per pupil (estimated on average enrollment)	81.63	70.45	78.78

<sup>1</sup> Resigned.<sup>2</sup> To be increased by the cost of teaching 3 kindergarten practice schools, \$2,325.<sup>3</sup> To be increased by the cost of teaching 1 kindergarten practice school, \$775.<sup>4</sup> Session room pay for these schools has been charged up to supervision.<sup>5</sup> To be increased by the cost of teaching 14 practice schools, \$8,225.<sup>6</sup> To be increased by the cost of teaching 5 practice schools, \$3,375.

	White.	Colored.	Total.
Tuition—Continued.			
Secondary schools—Continued.			
Business high—			
2 heads of departments.....	\$4,300.00		\$4,300.00
40 academic teachers.....	65,440.33		65,440.33
5 academic teachers.....		\$6,620.00	6,620.00
2 drawing teachers.....	1,960.00		1,960.00
2 physical training teachers.....	2,100.00		2,100.00
Total.....	73,800.33	6,620.00	80,420.33
Cost per pupil (estimated on average enrollment)	75.79	59.10	74.25
Manual training high—			
1 head of department.....	2,200.00		2,200.00
1 head of department.....		2,200.00	2,200.00
29 academic teachers.....	45,718.00		45,718.00
18 academic teachers.....		27,850.00	27,850.00
10 drawing teachers.....	10,010.00		10,010.00
3 drawing teachers.....		3,030.00	3,030.00
2 physical training teachers.....		1,820.00	1,820.00
9 manual training teachers.....	9,000.00		9,000.00
4 manual training teachers.....		4,680.00	4,680.00
2 domestic science teachers.....	2,260.00		2,260.00
2 domestic science teachers.....		1,720.00	1,720.00
3 domestic art teachers.....	3,210.00		3,210.00
4 domestic art teachers.....		4,070.00	4,070.00
Total.....	72,398.00	45,370.00	117,768.00
Cost per pupil (estimated on average enrollment)	81.34	89.31	84.24
Total for all secondary schools	312,739.66	101,307.66	414,047.32
Cost per pupil for all secondary schools (estimated on the average enrollment)	80.16	76.74	79.30
Normal schools—			
5 normal training teachers.....	8,238.67		8,238.67
5 normal training teachers.....		8,440.00	8,440.00
8 normal practice teachers.....	11,728.67		11,728.67
3 normal practice teachers.....		5,840.00	5,840.00
1 kindergarten training teacher.....	1,440.00		1,440.00
1 kindergarten training teacher.....		1,919.00	1,919.00
2 kindergarten practice teachers.....	2,600.00		2,600.00
1 kindergarten practice teacher.....		1,200.00	1,200.00
1 music teacher.....	990.00		990.00
1 drawing teacher.....	1,110.00		1,110.00
1 physical training teacher.....	1,110.00		1,110.00
Total.....	127,217.34	17,399.00	44,616.34
Cost per pupil (estimated on average enrollment)	87.72	81.78	84.98
Ungraded schools—			
16 teachers.....	12,530.00		12,530.00
8 teachers.....		6,465.00	6,465.00
Total.....	12,530.00	6,465.00	18,995.00
Cost per pupil (estimated on average enrollment)	70.00	74.31	71.40
Special teachers in elementary schools—			
10 music teachers, 7 drawing teachers, 7 teachers of physical training, 1 nature study teacher.....	19,295.00		19,295.00
6 music teachers, 5 drawing teachers, 4 teachers of physical training.....		11,770.00	11,770.00
Total.....	19,295.00	11,770.00	31,065.00
Cost per pupil (estimated on average enrollment)	.70	.89	.76
Manual training teachers in elementary schools—			
Carpentry, 15; domestic science, 17; domestic art, 22.....	42,485.00		42,485.00
Carpentry, 7; domestic science, 8; domestic art, 10.....		18,265.00	18,265.00
Total.....	42,485.00	18,265.00	60,750.00
Cost per pupil (estimated on average enrollment)	3.47	3.36	3.44
Miscellaneous—Librarians and clerks:			
Academic high—			
3 librarians.....	2,369.17		2,369.17
1 librarian.....		668.50	668.50
3 clerks.....	1,825.00		1,825.00
1 clerk.....		625.00	625.00
Total.....	4,194.17	1,293.50	5,487.67
Cost per pupil (estimated on average enrollment)	2.05	1.84	2.00

<sup>1</sup> Includes the cost of teaching 14 grade practice schools and 3 kindergarten practice schools, \$4,150.

<sup>2</sup> Includes the cost of teaching 5 grade practice schools and 1 kindergarten practice school, \$10,550.

	White.	Colored	Total.
Miscellaneous—Librarians and clerks—Continued.			
Business high—			
1 librarian.....	\$675.00	.....	\$675.00
1 clerk.....	600.00	.....	600.00
Total.....	1,275.00	.....	1,275.00
Cost per pupil (estimated on average enrollment).....	1.31	.....	1.17
Manual training high—			
1 librarian.....	616.75	.....	616.75
1 clerk.....	525.00	.....	525.00
Total.....	1,141.75	.....	1,641.75
Cost per pupil (estimated on average enrollment).....	1.28	.....	1.17
Total for all secondary schools.....	6,610.92	1,793.50	8,404.42
Cost per pupil (based on average enrollment).....	1.69	1.35	1.60
For officers and teachers' libraries—			
1 librarian of teachers' library.....	1,070.00	.....	1,070.00
1 librarian.....	.....	668.50	668.50
7 clerks.....	4,506.84	.....	4,506.84
1 clerk.....	.....	700.00	700.00
Total.....	5,576.84	1,368.50	6,945.34
Cost per pupil (estimated on average enrollment in all schools).....	.16	.08	.14
Grand total for librarians and clerks.....	12,187.76	3,162.00	15,349.76
Cost per pupil (estimated on average enrollment in all schools).....	.37	.20	.31

## SUMMARY.

Total cost of office of the board of education.....	\$8,700.00
Total cost of attendance officers.....	2,100.00
Total cost of instruction, including supervision.....	1,675,060.58
Whole number of pupils enrolled.....	56,784
Average number of pupils enrolled.....	48,496
Average number of pupils in daily attendance.....	45,436
Average cost of instruction, including supervision, estimated on—	
1. Whole enrollment.....	29.49
2. Average enrollment.....	34.54
3. Average attendance.....	36.86
Total cost of librarians and clerks.....	15,349.76
Total cost of custodians of books and assistant.....	1,796.67
Janitors, engineers, and assistants.....	103,452.09
Caretakers of smaller buildings and rented rooms.....	8,055.60
Medical inspectors:	
Total amount expended.....	5,955.58
Fuel, gas, electric light, and power:	
Total amount expended.....	82,561.18
Textbooks and supplies for first eight grades:	
Total amount expended (excluding salaries).....	65,123.84
Average amount per pupil (based on amount including salaries).....	1.439
Rent:	
Total amount expended.....	15,808.50
Rent, etc., compulsory education:	
Rent.....	\$6,276.00
Equipment and supplies.....	4,266.93
Caretakers of temporary rooms for schools above the second grade.....	2,445.00
Total amount expended.....	13,987.93
Furniture for new buildings:	
Total amount expended.....	63,795.45
Industrial instruction:	
Total amount expended.....	19,837.67
Contingent expenses:	
For supplies, laboratory material, and printing.....	\$46,189.88
For library books and periodicals.....	983.31
For livery of horse.....	300.00
Total amount expended.....	47,473.19
Total amount per pupil (estimated on average enrollment).....	.97
Kindergartens:	
Total amount expended (exclusive of salaries).....	2,797.18
Average amount per pupil (estimated on average enrollment).....	1.24
Physics department, apparatus for:	
Total amount expended.....	1,997.07
Extending the telephone system:	
Total amount expended.....	858.73
Pianos:	
Total amount expended.....	983.00

64 REPORT OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA.

Flags:

Total amount expended.....	\$799.54
School gardens:	
Salaries.....	\$550.79
Miscellaneous.....	639.33
	<hr/>
Total amount expended.....	1,190.12
School playgrounds:	
Maintenance, etc.....	\$999.75
Equipment, etc.....	1,196.78
	<hr/>
Total amount expended.....	2,196.53

GRAND SUMMARY.

Amount expended, grand total.....	2,139,880.21
Average cost per pupil (including all high, normal, and manual training schools) for all expenses except repairs and permanent improvements:	
1. On whole enrollment.....	57.68
2. On average enrollment.....	44.12
3. On average attendance.....	47.09

*Supervision.*

	White.	Colored	Total.
1 superintendent.....	\$5,000.00	.....	\$5,000.00
1 assistant superintendent.....	1,908.34	.....	1,908.34
1 assistant superintendent.....	.....	\$3,000.00	3,000.00
1 director of intermediate instruction.....	2,600.00	.....	2,600.00
1 supervisor of manual training.....	2,600.00	.....	2,600.00
9 supervising principals.....	22,783.34	.....	22,783.34
4 supervising principals.....	.....	10,000.00	10,000.00
1 principal of normal school.....	2,400.00	.....	2,400.00
1 principal of normal school.....	.....	2,400.00	2,400.00
3 principals of academic high school.....	7,200.00	.....	7,200.00
1 principal of academic high school.....	.....	2,100.00	2,100.00
1 principal of business high school.....	2,400.00	.....	2,400.00
1 principal of manual training high school.....	2,400.00	.....	2,400.00
1 principal of manual training high school.....	.....	2,400.00	2,400.00
3 director of drawing.....	1,800.00	.....	1,800.00
1 assistant director of drawing.....	.....	1,500.00	1,500.00
1 director of music.....	1,900.00	.....	1,900.00
1 assistant director of music.....	.....	1,500.00	1,500.00
1 director of physical training.....	1,900.00	.....	1,900.00
1 assistant director of physical training.....	.....	1,500.00	1,500.00
1 director of domestic science.....	1,700.00	.....	1,700.00
1 assistant director of domestic science.....	.....	1,500.00	1,500.00
1 director of domestic art.....	1,700.00	.....	1,700.00
1 assistant director of domestic art.....	.....	1,400.00	1,400.00
1 director of primary instruction.....	2,000.00	.....	2,000.00
1 assistant director of primary instruction.....	.....	1,600.00	1,600.00
2 assistants in department of primary instruction.....	1,820.00	.....	1,820.00
1 assistant in department of primary instruction.....	.....	1,110.00	1,110.00
1 director of kindergartens.....	1,700.00	.....	1,700.00
1 assistant director of kindergartens.....	.....	1,450.00	1,450.00
To building principals for session room pay:			
Grammar, primary, and kindergarten schools.....	22,256.93	.....	22,256.93
Grammar, primary, and kindergarten schools.....	.....	10,336.62	10,336.62
Total.....	86,068.61	41,796.62	127,865.23
Cost per pupil (estimated on average enrollment).....	2.62	2.66	2.63

KINDERGARTENS.

Number of pupils enrolled.....	1,955	1,254	3,209
Average enrollment.....	1,352	887	2,239
Average attendance.....	1,185	802	1,987
Per cent of attendance.....	87.3	90.5	88.6
Number of cases of tardiness per month.....	151.9	47.6	199.5
Number of principals and teachers <sup>1</sup> .....	89	45	134
Average number of pupils to the teacher (estimated on average enrollment).....	29.3	36.9	31.9
Average salary paid <sup>1</sup> .....	\$641.23	\$665.88	\$642.05
Cost of tuition per pupil (estimated on average enrollment).....	\$43.93	\$33.52	\$39.81

<sup>1</sup> Does not include director nor assistant director.

## REPORT OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA. 65

## ELEMENTARY SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	31,090	15,385	46,475
Average enrollment.....	27,200	13,218	40,418
Average attendance.....	25,444	12,452	37,896
Per cent of attendance.....	93.4	94.5	93.8
Number of cases of tardiness per month.....	3,296.6	938.6	4,235.2
Number of dismissals.....	2	0	2
Number of corporal punishments.....	31	4	35
Number of principals and teachers.....	749	364	1,113
Average number of pupils to the teacher (estimated on average enrollment).....	35.5	35.8	35.6
Average salary paid.....	\$805.70	\$780.81	\$801.15
Cost of tuition per pupil (estimated on average enrollment).....	\$22.63	\$21.75	\$22.34

## ACADEMIC HIGH SCHOOLS.

	Central.	Eastern.	Western.	Total (white).	M Street <sup>1</sup>	Grand total.
Number of pupils enrolled (boys, 1,052; girls, 2,062).....	1,259	447	614	2,320	794	3,114
Average enrollment.....	1,109	396	535	2,040	700	2,740
Average attendance.....	1,046	380	509	1,935	665	2,600
Per cent of attendance.....	94.6	96.0	94.6	94.6	95.0	94.8
Average number of cases of tardiness per month.....	304.7	82.3	132.4	519.4	157.2	676.6
Number of teachers employed <sup>2</sup> .....	53	23	26	102	34	136
Average salary paid <sup>2</sup> .....	\$1,617.60	\$1,625.57	\$1,670.00	\$1,632.75	\$1,450.51	\$1,587.19
Cost of tuition per pupil (estimated on average enrollment).....	\$77.30	\$94.41	\$81.15	\$81.63	\$70.45	\$78.78

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## BUSINESS HIGH SCHOOLS.

	Business.	Armstrong Business <sup>1</sup>	Total.
Number of pupils enrolled (boys, 546; girls, 853).....	1,235	164	1,399
Average enrollment.....	971	112	1,083
Average attendance.....	919	103	1,022
Per cent of attendance.....	94.8	92.1	94.6
Average number of cases of tardiness per month.....	204.3	10.5	214.8
Number of teachers employed <sup>2</sup> .....	46	5	51
Average salary paid <sup>2</sup> .....	\$1,604.35	\$1,324.00	\$1,576.86
Cost of tuition per pupil (estimated on average enrollment).....	\$75.79	\$59.10	\$74.25

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## MANUAL TRAINING HIGH SCHOOLS.

	McKinley.	Armstrong <sup>1</sup>	Total.
Number of pupils enrolled (boys, 1085; girls, 688).....	1,060	713	1,773
Average enrollment.....	890	508	1,398
Average attendance.....	867	473	1,340
Per cent of attendance.....	97.3	93.1	95.7
Average number of cases of tardiness per month.....	266.8	57.7	324.5
Number of teachers employed <sup>2</sup> .....	54	34	88
Average salary paid <sup>2</sup> .....	\$1,340.70	\$1,334.41	\$1,338.27
Cost of tuition per pupil (estimated on average enrollment).....	\$81.34	\$89.31	\$84.24

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## NORMAL SCHOOLS.

	No. 1.	No. 2. <sup>1</sup>	Total.
Number of teachers trained.....	201	174	375
Average enrollment.....	190	162	352
Average attendance.....	186	160	346
Number of teachers employed <sup>2</sup> .....	20	10	30
Average salary <sup>2</sup> .....	\$1,360.86	\$1,739.90	\$1,487.21

<sup>1</sup> Colored.<sup>2</sup> Does not include the principal.

## UNGRADED SCHOOLS.

	White.	Colored.	Total.
Number of pupils enrolled.....	307	132	439
Average enrollment.....	179	87	266
Average attendance.....	162	83	245
Per cent of attendance.....	90.3	95.2	91.9
Average number of cases of tardiness per month.....	48.3	2.9	51.2
Number of pupils dismissed.....	0	0	0
Number of corporal punishments.....	6	2	8
Number of teachers employed.....	16	8	24
Average number of pupils to teacher (estimated on average enrollment).....	13.7	10.8	12.6
Average salary paid.....	\$783.12	\$808.12	\$791.45
Cost of tuition per pupil (estimated on average enrollment).....	\$70.00	\$74.31	\$71.40

SPECIAL TEACHERS.<sup>1</sup>

Music teachers.....	10	6	16
Drawing teachers.....	7	5	12
Physical training teachers.....	7	4	11
Nature study teacher.....	1	0	1
Average salary paid:			
Music teachers.....	\$764.50	\$878.33	\$807.18
Drawing teachers.....	842.85	745.00	802.08
Physical training teachers.....	692.85	693.75	693.18
Nature study teacher.....	900.00	.....	900.00
Average cost per pupil for special tuition (estimated on average enrollment).....	.70	.89	.76

<sup>1</sup> Does not include directors and assistant directors.MANUAL TRAINING IN GRADED SCHOOLS.<sup>1</sup>

Manual training teachers.....	15	7	22
Domestic science teachers.....	17	8	25
Domestic art teachers.....	22	10	32
Average salary paid:			
Manual training teachers.....	\$860.00	\$735.71	\$820.45
Domestic science teachers.....	781.47	717.50	761.00
Domestic art teachers.....	740.90	737.50	739.84
Average cost per pupil for manual training (estimated on average enrollment).....	3.47	3.36	3.44

<sup>1</sup> Does not include directors and assistant directors.

## NIGHT SCHOOLS.

Number of nights schools were open.....	54.8	63.3	59.0
Whole number of pupils enrolled.....	2,386	1,984	4,370
Average number of pupils enrolled.....	1,244	1,489	2,733
Average number of pupils in attendance.....	848	1,231	2,079
Per cent of attendance.....	75.2	82.8	79.7
Number of teachers <sup>1</sup> .....	59	52	111
Average salary paid.....	\$124.72	\$136.88	\$130.42
Cost of tuition per pupil (estimated on average enrollment).....	\$5.91	\$4.78	\$5.29

<sup>1</sup> Does not include director and assistant director.

TABLE IV.<sup>1</sup>—Whole enrollment of white pupils in the District of Columbia, by grades, for the school year ending June 30, 1911.

	Boys.	Girls.	Total.	Per cent.
Kindergarten.....	1,010	945	1,955	5.12
Elementary:				
First grade.....	2,533	2,346	4,879	12.78
Second grade.....	2,293	1,940	4,233	11.09
Third grade.....	2,013	1,945	3,958	10.37
Fourth grade.....	2,110	2,019	4,129	10.82
Fifth grade.....	2,084	2,044	4,128	10.82
Sixth grade.....	1,849	1,934	3,783	9.91
Seventh grade.....	1,546	1,637	3,183	8.34
Eighth grade.....	1,253	1,544	2,797	7.33
Secondary:				
First year.....	893	1,090	1,983	5.19
Second year.....	569	716	1,285	3.37
Third year.....	351	406	757	1.98
Fourth year.....	266	324	590	1.55
Normal:				
First year.....		102	102	.27
Second year.....		99	99	.26
Ungraded.....	245	62	307	.80
Total.....	19,015	19,153	38,168	100.00
SUMMARY.				
Kindergarten.....	1,010	945	1,955	5.12
Elementary.....	15,681	15,409	31,090	81.46
Secondary.....	2,079	2,536	4,615	12.09
Normal.....		201	201	.53
Ungraded.....	245	62	307	.80
Total.....	19,015	19,153	38,168	100.00

TABLE IV.<sup>2</sup>—Whole enrollment of colored pupils in the District of Columbia, by grades, for the school year ending June 30, 1911.

	Boys.	Girls.	Total.	Per cent.
Kindergarten.....	553	701	1,254	6.74
Elementary:				
First grade.....	1,679	1,664	3,343	17.96
Second grade.....	1,147	1,145	2,292	12.31
Third grade.....	1,129	1,184	2,313	12.43
Fourth grade.....	1,024	1,203	2,227	11.96
Fifth grade.....	787	1,017	1,804	9.69
Sixth grade.....	545	812	1,357	7.29
Seventh grade.....	463	703	1,166	6.26
Eighth grade.....	312	571	883	4.74
Secondary:				
First year.....	291	436	727	3.91
Second year.....	164	319	483	2.59
Third year.....	87	182	269	1.44
Fourth year.....	62	130	192	1.03
Normal:				
First year.....	9	78	87	.47
Second year.....	4	83	87	.47
Ungraded.....	107	25	132	.71
Total.....	8,363	10,253	18,616	100.00
SUMMARY.				
Kindergarten.....	553	701	1,254	6.74
Elementary.....	7,086	8,299	15,385	82.64
Secondary.....	604	1,067	1,671	8.97
Normal.....	13	161	174	.94
Ungraded.....	107	25	132	.71
Total.....	8,363	10,253	18,616	100.00

<sup>1</sup> White schools.<sup>2</sup> Colored schools.

Number of buildings, rooms, and seats used by the public schools of the District of Columbia during the school year ending June 30, 1911.

WHITE.

Number of school buildings.	Number of classrooms.		Number of class seats.		Rooms to building.		Average number of seats to building.		Number of assembly rooms.		Number of gymnasiums.		
	Owned.	Rented	Owned.	Rented	Owned.		Rented		Owned	Rented	Owned	Rented	
					Total.		For portable.		Total.		For portable.		
Kindergarten.....	1	9	1	1	44	1	1	1	1	1	1	1	1
Elementary.....	91	9	100	1	1,866	31	45	1,922	1	42	31	45	42
Academic high.....	3	3	39	1	704	31	622	391	8	8	347	8	8
Business high.....	1	1	32	1	59	2	411	2,411	1	20	804	3	3
Manual training high.....	1	1	32	1	123	123	32	1,123	1	123	1	1	1
Normal.....	1	2	3	17	4	21	606	144	2	417	606	1	1
Ungraded.....	(5)	6	6	3	6	6	174	174	6	174	174	174	174
For other purposes <sup>6</sup> .....	5	10	15	54	11	12	50	155	1	17	26	417	417
Total <sup>7</sup> .....	101	10	8	10	910	10	12	16	21	908	37,833	422	45
										9	1	2	2
										38	598	9	8
										7	394	42	45
										37	338	13	13
										13	5	5	5

## COLORED.

Kindergarten.....	(9)	5	...	3	3	20	5	1	24	887	212	48	144	1,031	1	1	1	44	292	42	48	45	...			
Elementary.....	40	5	...	3	3	296	5	1	315	13,438	212	48	489	38,114,205	6	1	1	6	292	42	48	45	38			
Academic high.....	1	2	...	3	3	18	2	1	22	713	74	54	841	18	2	2	18	712	37	27	27	1				
Business high.....	(6)	4	...	(6)	4	...	...	...	4	136	...	...	136	4	...	...	4	136	...	...	...	...				
Manual training high.....	1	1	...	2	2	7	1	...	8	286	32	...	318	7	1	...	7	286	32	...	1	1				
Normal.....	(5)	1	...	(5)	5	5	5	1	5	155	5	...	155	5	...	5	155	5	...	155	5	...				
Ungraded.....	1	2	...	2	5	2	1	3	8	98	19	15	132	1	1	1	1	20	9	15	9	20				
For other purposes <sup>1</sup> .....	2	2	...	1	3	2	1	3	36	...	...	...	...	...	...	...	...	...	...	...	...	...				
Total 10.....	51	8	...	7	3	69	384	8	9	17	4	422	15,713	318,121	628	38,16,818	7	1	2	1	6	321	40	24	90	38

<sup>1</sup> Excluding rooms and buildings used "for other purposes." Abandoned school buildings still owned are not counted.

<sup>2</sup> Basement and other rooms, not regular classrooms but used as such.

<sup>3</sup> Have no buildings for kindergartens only, but rooms are occupied by them in elementary school buildings.

<sup>4</sup> Does not include portable or rented schools.

<sup>5</sup> Housed in elementary school buildings.

<sup>6</sup> Including buildings and classrooms used for manual training, domestic science, domestic art, libraries, offices and those vacant.

<sup>7</sup> Includes Industrial Home not owned.

<sup>8</sup> Four of the schoolrooms in old Mott Building, for ungraded pupils, used for the business department of the Armstrong Manual Training School; also 136 seats are counted.

<sup>9</sup> Does not include rented buildings.

<sup>10</sup> Includes Orphans' Home not owned.

Number of buildings, rooms, and seats used by the public schools of the District of Columbia during the school year ending June 30, 1911.

WHITE AND COLORED.

Owned.	Rented	Number of school buildings.		Number of classrooms.		Number of class seats.		Rooms to building.		Average number of 1—		Number of assembly rooms.		Number of gymsnasiums.									
		Owned.		Rented		Owned.		Rented		Owned.		Owned		Owned									
		Permanent.		Portable.		Permanent.		Portable.		Permanent.		Portable.		Permanent.									
(3)	1	4	64	1	4	70	2,733	31	46	144	1	1	1	43	31	45	16	43	11	12	...		
Elementary	137	3	154	991	14	12	1,019	45,080	603	48	469	38	218	7	329	43	156	38	320	11	12	...	
Academic high	4	2	6	77	2	2	81	3,124	74	54	3,252	19	1	2	419	781	37	54	4	4	4	4	
Business high	1	1	36	...	...	36	1,259	...	...	1,259	32	...	...	632	61,123	1	...	1	1	1	1		
Manual training	2	1	2	5	5	24	1	4	29	892	32	144	1,068	12	1	2	412	446	32	72	2	1	
Normal	(1)	7	(7)	8	8	21	13	11	329	5	329	5	5	164	1	1	5	19	9	24	2	1	
Ungraded	1	13	20	83	15	24	24	122	...	...	...	...	...	...	...	...	...	...	...	...	...	...	
For other purposes <sup>1</sup>	7	18	16	13	198	16	21	33	23	1,391	53,545	740	166	927	38,55,416	8	1	2	2	7	369	41	25
Total	152	18	16	13	198	16	21	33	23	1,391	53,545	740	166	927	38,55,416	8	1	2	2	7	311	18	6

<sup>1</sup> Excluding rooms and buildings used "for other purposes." Abandoned school buildings still owned are not counted.

<sup>2</sup> Basement and other rooms not regular classrooms, but used as such.

<sup>3</sup> No buildings for kindergartens only, but rooms are occupied by them in elementary school buildings.

<sup>4</sup> Does not include portable or rented schools.

<sup>5</sup> Four of the schoolrooms in Old Mott Building, used for the business department of the Armstrong Manual Training School, also 136 seats are counted.

<sup>6</sup> Does not include business department of Armstrong Manual Training School, located at Old Mott School.

<sup>7</sup> Located in elementary school buildings.

<sup>8</sup> Does not include rented buildings.

<sup>9</sup> Includes buildings and classrooms used for manual training, domestic science, domestic art, libraries, offices, and those vacant.

<sup>10</sup> Includes Industrial Home and Orphans' Home not owned.

*Textbooks and supplies for the first eight grades.*

	Quantity.	Cost.
<b>BOOKS.</b>		
Algebra:		
Exercises in, pamphlet of—board of education.....	10,000	\$217.27
Wentworth's New School (revised)—Ginn & Co.....	950	716.30
Arithmetic:		
Exercises in, pamphlet of—board of education.....	1,000	45.76
Milne's Elements of—American Book Co.....	1,000	250.00
Milne's Standard—American Book Co.....	1,700	894.20
Smith's Practical—Ginn & Co.....	950	442.00
Smith's Primary—Ginn & Co.....	1,150	322.00
Civil Government:		
Judson's, "The Young American"—Chas. E. Merrill Co.....	250	100.00
Phillips' Nation and State—Christopher Sower Co.....	2,300	1,288.00
Copy book, the medial system—Ginn & Co.:		
Book III.....	8,000	320.00
Book IV.....	7,000	280.00
Book V.....	6,500	260.00
Book VI.....	4,000	160.00
Book VII.....	4,000	160.00
Dictionary:		
High School, Webster's—American Book Co.....	650	523.25
New International, Webster's Unabridged, indexed, sheep—G. C. Merriman Co.....	60	615.00
Geography:		
Adams's Elementary Commercial—D. Appleton & Co.....	200	176.00
Carpenter's Geographical Reader, Africa—American Book Co.....	500	243.75
Carpenter's Geographical Reader, Asia—American Book Co.....	500	243.75
Carpenter's Geographical Reader, Europe—American Book Co.....	450	256.50
Carpenter's Geographical Reader, North America—American Book Co.....	200	97.50
Fairbank's Home for Primary Grades—Educational Publishing Co.....	1,710	820.80
Frye's First Steps—Ginn & Co.....	1,350	702.00
Frye's Grammar School—Ginn & Co.....	775	775.00
Redway & Hinman's Natural Inductory—American Book Co.....	1,250	609.38
Redway & Hinman's Natural School—American Book Co.....	1,200	1,218.00
Grammar and language:		
Arnold and Kittredge's "The Mother Tongue, Book I—Ginn & Co.....	800	288.00
Buehler's Modern English Grammar—Newson & Co.....	1,500	720.00
Harris & Gilbert's Guide Book to English, Book I—Silver Burdett & Co.....	500	186.00
Gilbert and Harris's Guide Book to English, Book II—Silver Burdett & Co.....	430	211.56
Maxwell-Smith's Writing in English—American Book Co.....	150	91.50
History:		
Mace's School—Rand, McNally & Co.....	500	410.00
Montgomery's Beginners—Ginn & Co.....	1,300	624.00
Montgomery's Elementary—Ginn & Co.....	1,475	885.00
Montgomery's Leading Facts—Ginn & Co.....	900	720.00
Literature:		
Baker & Carpenter's Language Reader Series, second year—The Macmillan Co.....	450	109.80
Baker & Carpenter's Language Reader Series, third year—The Macmillan Co.....	250	82.50
Baldwin's Fifty Famous Stories Retold—American Book Co.....	224	63.84
Baldwin's Thirty More Famous Stories Retold—American Book Co.....	200	82.00
Bryant's Sella Thanatopsis—Riverside Literature Series.....	225	44.10
Classic Fables, Merrill's—Chas. E. Merrill Co.....	550	134.75
Deerslayer—The Macmillan Co.....	444	91.02
Christmas Carol, Dickens's, Riverside Literature Series—Houghton, Mifflin & Co.....	200	38.80
Dog of Flanders, Ouida's—Merrill edition.....	200	33.00
Evangeline, Longfellow's, Riverside Literature Series—Houghton, Mifflin & Co.....	500	58.00
Graded Classics—Halliburton & Norville.....	200	56.00
Grandfather's Chair, Hawthorn's—Newson & Co.....	350	87.50
Hans Andersen Stories—Merrill edition.....	400	132.00
Hawthorne's Wonder Book, Riverside Literature Series—Houghton, Mifflin Co.....	520	163.28
How We Are Clothed, Chamberlain's—The Macmillan Co.....	410	135.30
How We Are Fed, Chamberlain's—The Macmillan Co.....	344	114.38
How We Are Sheltered, Chamberlain's—The Macmillan Co.....	330	108.90
Ivanhoe, Scott's—Chas. E. Merrill Co.....	499	135.84
Jackanapes, Ewing's—D. C. Heath & Co.....	30	4.80
Julius Caesar, Shakespeare's—Chas. E. Merrill Co.....	360	73.50
Lady of the Lake, Scott's—The Macmillan Co.....	144	29.52
Lakeside Classics No. 46—Ainsmith & Co.....	500	60.00
Last of the Mohicans—Chas. E. Merrill Co.....	400	118.60
Legend of Sleepy Hollow, A Hunting of the Deer and Snow Bound (one volume), Irving, Warner, and Whittier—Houghton, Mifflin & Co.....	250	98.50
Little Lame Prince, Mullock's—Chas. E. Merrill Co.....	372	66.18
Man Without a Country, Hale—Chas. E. Merrill Co.....	322	66.12
Robinson Crusoe, McMurray's—Public School Publishing Co., Bloomington, Ill.....	100	27.20
Miles Standish, Longfellow's, Riverside Literature Series—Houghton, Mifflin Co.....	400	77.60
Nurnburg Stove, Ouida's—Houghton, Mifflin Co.....	350	67.90
Old Greek Stories—American Book Co.....	400	147.00
Rab and His Friends, Brown's—D. C. Heath & Co.....	305	50.33

*Textbooks and supplies for the first eight grades.*

	Quantity.	Cost.	
BOOKS - continued.			
Literature—Continued.			
Silas Marner, Eliot's—D. Appleton & Co.	394	\$94.56	
Sketch Book, Irving's—Chas. E. Merrill Co.	312	100.56	
Stories from English History, Warren's—D. C. Heath & Co.	310	162.44	
Story of a Short Life, Ewing's—D. C. Heath & Co.	100	16.00	
Tale of Two Cities, Dickens's—University Publishing Co.	100	24.00	
Tanglewood Tales, Hawthorn's—Houghton, Mifflin & Co.	300	94.20	
The Rose and the Ring, Thackeray's—D. C. Heath & Co.	60	12.00	
Treasure Island, Stevenson's—The Macmillan Co.	260	53.30	
True Tales of Birds and Beasts, Jordan's—D. C. Heath & Co.	312	102.96	
Twice Told Tales, Jordan's—D. C. Heath & Co.	12	2.46	
Watcher in the Woods, Sharp's—The Century Co.	285	185.25	
Wide Awake Reader, Murray's—Little, Brown & Co.—			
First book	100	24.00	
Second book	400	112.00	
Music:			
Song Book, No. 1, Bentley's—A. S. Barnes & Co.	400	122.00	
Song Primer, Bentley's—A. S. Barnes & Co.	2,200	561.00	
Eleanor Smith, Book No. 3—American Book Co.	6,000	1,830.00	
Laural Song Book, Tomlin's—C. C. Birchard & Co.	450	222.75	
Smith's Modern Music Series—Silver, Burdett & Co.—			
Primer	1,700	350.20	
Second book	1,000	330.00	
Third book	850	348.50	
Physiology:			
Elementary, Conn's—Silver, Burdett & Co.	125	61.25	
Good Health, Gulick's—Ginn & Co.	300	96.00	
Primary, Jenkins's—American Book Co.	300	73.20	
Reader:			
Heath's—			
Third Reader—D. C. Heath & Co.	800	256.00	
Fourth Reader—D. C. Heath & Co.	500	182.50	
Fifth Reader—D. C. Heath & Co.	1,400	553.00	
Sixth Reader—D. C. Heath & Co.	1,000	395.00	
Merrill's Graded Literature—Chas. E. Merrill Co.—			
Bender Primer	1,500	366.00	
First book	2,150	440.75	
Second book	2,450	796.25	
Third book	2,000	730.00	
Fourth book	1,300	525.50	
Fifth book	1,250	506.25	
Sixth book	400	162.00	
Stepping Stones to Literature—			
Arnold's Primer—Silver, Burdett & Co.	2,150	532.12	
First Reader, Arnold and Gilbert's—Silver, Burdett & Co.	1,000	247.50	
Second Reader, Arnold and Gilbert's—Silver, Burdett & Co.	1,200	396.00	
Third Reader, Arnold and Gilbert's—Silver, Burdett & Co.	950	389.50	
Spellers:			
Twentieth Century, Felton & Eginton's—D. Appleton & Co.	800	64.00	
Word and Sentence Book, Merrill's—Chas. E. Merrill Co.	5,500	1,108.25	
Word Analysis, Swinton's—American Book Co.	550	131.45	
Cyclopedia, Young Folks—Henry Holt & Co.:			
Common Things	15	28.35	
Literature and Art	15	28.35	
Persons and Places	15	28.35	
Total		31,277.53	
SUPPLIES.			
Beads.....	bunches.	2,328	128.04
Bean bags.....		800	96.00
Blackboard erasers.....	dozen.	475	342.00
Blackboard pointers.....	do.	10	12.50
Book covers.....		25,000	337.50
Book linen.....	rolls.	15	77.70
Bottles, round.....	gross.	2	11.40
Crayons, chalk.....	do.	6,500	975.00
Clay, light gray, modeling.....	barrels.	181	199.10
Compasses.....	dozen.	160	94.40
Dixon's Crayons, No. 1521.....	sets.	1,100	116.60
Dixon's crayons, solid.....	boxes.	600	195.00
Drawing tablets, 9 by 12 inches.....		56,902	978.70
Dumb-bells.....		400	68.00
Dumb-bell hooks.....		400	48.00
Envelopes (each containing 18 strips of Holden's transparent paper for repairing torn leaves of school books).....	dozen.	125	93.75
Envelopes, manila, 4½ by 6½, 80-pound.....		75,000	90.00
Electoral chart.....		200	160.00
Electrotypes, World.....		1	2.50
Electrotypes, United States.....		1	2.50
Globes, terrestrial, 12 inch.....		12	68.40

*Textbooks and supplies for the first eight grades—Continued.*

		Quantity.	Cost.
SUPPLIES—continued.			
Glue, $\frac{1}{2}$ pint cans.		132	\$23.76
Holden's combination outfit.	boxes.	150	75.00
Holders, test-tube.	gross.	1	7.50
Ink, black, Carter's.	quarts.	4,620	739.20
Jars, glass, 6 inches inside.	gross.	1	39.50
Lamps, alcohol.	do.	1	17.00
Maps:			
Columbia series—			
Asia.		20	105.00
Mercator Projection.		160	560.00
United States.	copies.	40	210.00
Globe series—			
Africa.	copies.	20	60.00
Eastern and Western Hemispheres.		200	700.00
Europe.	copies.	20	60.00
North America.	do.	25	75.00
South America.	do.	25	75.00
United States and the World, 11 by 17 inches; printing the same.		37,500	136.25
Measures, liquid.		45	11.25
Mucilage, Carter's.	pints.	120	21.00
Oilcloth.	yards.	276	53.82
Paints.	cakes.	53,000	662.50
Paint boxes, Scott-Forsman & Co.		8,354	902.23
Paint brushes, camel's hair, No. 7.	gross.	65	280.00
Pans, hektograph.	do.	50	12.50
Paper:			
Composition No. A.	packages.	18,382 $\frac{1}{4}$	873.22
Composition No. B.	do.	25,486 $\frac{3}{4}$	1,210.67
Composition No. C.		53,584	2,545.24
Cover sheets.		39,000	379.56
Drawing, 9 by 11.	reams.	116	878.14
Examination.	do.	4,398 $\frac{1}{4}$	3,254.59
Pads.		110,984	3,307.33
Practice.	packages.	51,990	1,767.66
Strawboard, 13 by 11 inches.	sheets.	16,200	93.96
Wrapping, manila, jute.	reams.	308	1,738.00
Wrapping, rope.	do.	9	24.30
Paste, universal.	pint jars.	2,316	347.25
Pegs, shoe.	packages.	373	73.60
Pencils, drawing.	dozen.	2,300	299.00
Pencils, students'.	do.	20,388	2,650.44
Penholders.	gross.	500	685.00
Pens, Eagle No. 740.	do.	5,800	928.00
Print letters.	sets.	210	84.00
Racks, test-tube.	gross.	1	49.94
Rubber erasers, Dixon's Gem 1.	pounds.	300	194.70
Rulers.		20,000	278.00
Scissors, pairs.	dozen.	400	560.00
Sentence builders.	sets.	1,042	151.09
Splints.	bundles.	1,568	141.12
Squares.	dozen.	120	84.00
Stencils, brass.	sets.	15	22.50
Stoppers No. 4, rubber, 1 hole.	gross.	3	18.68
Stoppers, rubber, 1 hole.	do.	2	15.58
Stoppers, rubber, 2 hole.	do.	2	15.57
Tubes, test, 7 inches long.	do.	20	38.60
Tubing, barometer.	kilos.	3	3.00
Tubing, rubber, antimony, $\frac{1}{4}$ -inch.	feet.	500	35.00
Tubing, soft glass.	kilos.	6	6.00
Wands, 3 feet by $\frac{1}{4}$ inch.		225	14.07
Zinc etching, United States.		1	5.35
Zinc etching, World.		1	5.35
Total.			31,839.16
ADDITIONAL EXPENSES.			
Salary of custodian.			1,200.00
Salary of assistant custodian.			596.67
Hauling.			2,007.15
Total.			3,803.82
Grand total.			66,920.51

The whole number of pupils enrolled in the elementary schools that were supplied with books was 46,475, making the cost per pupil for all books, supplies, and miscellaneous expenses \$1.439, and the cost for books alone \$0.673.

The cost of books was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,222	\$1,923.87	\$0.234
Second.....	6,525	1,522.30	.233
Third.....	6,271	2,351.90	.375
Fourth.....	6,356	4,042.25	.636
Fifth.....	5,932	5,854.50	.987
Sixth.....	5,140	5,663.79	1.102
Seventh.....	4,349	3,973.28	.913
Eighth.....	3,680	5,945.64	1.616
Total.....	46,475	31,277.53	.673

Total cost of supplies, and miscellaneous items, was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,222	\$4,858.77	\$0.590
Second.....	6,525	3,979.06	.609
Third.....	6,271	4,297.33	.685
Fourth.....	6,356	4,262.21	.670
Fifth.....	5,932	5,489.04	.925
Sixth.....	5,140	4,632.78	.901
Seventh.....	4,349	4,021.49	.925
Eighth.....	3,680	4,102.30	1.114
Total.....	46,475	35,642.98	.766

The cost of books, supplies, and miscellaneous items, was distributed as follows:

Grade.	Pupils.	Total cost.	Average cost per pupil.
First.....	8,222	\$6,782.64	\$0.824
Second.....	6,525	5,501.36	.842
Third.....	6,271	6,649.23	1.060
Fourth.....	6,356	8,304.46	1.306
Fifth.....	5,932	11,343.54	1.912
Sixth.....	5,140	10,296.57	2.003
Seventh.....	4,349	7,994.77	1.838
Eighth.....	3,680	10,047.94	2.730
Total.....	46,475	66,920.51	1.439

## Cost of textbooks, by grades, for each year.

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
First grade:				Fourth grade—Continued.			
1892.....	8,005	\$3,954.95	\$0.494	1910.....	6,367	\$3,834.99	\$0.602
1893.....	8,076	134.84	.017	1911.....	6,356	4,042.25	.636
1894.....	8,446	501.36	.059	Fifth grade:			
1895.....	8,148	744.94	.091	1893.....	4,657	6,684.67	1.533
1896.....	8,472	985.45	.116	1894.....	4,602	346.50	.075
1897.....	8,475	768.39	.091	1895.....	4,538	2,255.35	.497
1898.....	8,949	1,797.21	.201	1896.....	4,404	909.88	.207
1899.....	8,849			1897.....	4,656	2,992.28	.643
1900.....	8,849	366.17	.041	1898.....	4,743	1,925.77	.406
1901.....	9,036	1,640.34	.181	1899.....	4,809	2,767.70	.575
1902.....	9,415	2,032.33	.215	1900.....	4,881	4,727.75	.968
1903.....	9,063	2,379.33	.263	1901.....	4,903	4,505.64	.931
1904.....	9,126	1,496.00	.163	1902.....	5,043	5,580.29	1.107
1905.....	9,313	881.95	.095	1903.....	5,114	5,335.15	1.043
1906.....	8,950	657.90	.074	1904.....	5,399	2,556.61	.473
1907.....	9,198	1,337.96	.146	1905.....	5,500	3,844.46	.692
1908.....	8,050	2,034.96	.253	1906.....	5,602	4,317.31	.771
1909.....	7,884	2,727.83	.346	1907.....	5,601	2,688.03	.479
1910.....	8,265	3,096.47	.375	1908.....	5,663	3,167.56	.559
1911.....	8,222	1,923.87	.234	1909.....	5,964	5,239.88	.880
Second grade:				1910.....	5,938	7,276.49	.602
1892.....	5,814	1,793.70	.308	1911.....	5,932	5,854.50	.987
1893.....	5,904	48.65	.008	Sixth grade:			
1894.....	6,014	498.28	.082	1893.....	3,548	12,796.60	3.606
1895.....	5,921	1,221.36	.206	1894.....	3,598	768.74	.216
1896.....	6,099	1,287.34	.211	1895.....	3,945	1,334.56	.338
1897.....	6,196	1,736.20	.280	1896.....	3,900	5,961.83	1.528
1898.....	6,472	2,518.52	.389	1897.....	3,767	2,891.50	.767
1899.....	6,310	612.50	.097	1898.....	4,021	5,303.16	1.327
1900.....	6,067	1,657.48	.273	1899.....	3,991	4,471.57	1.120
1901.....	6,336	2,638.47	.416	1900.....	4,028	3,509.00	.871
1902.....	6,553	2,505.45	.391	1901.....	4,095	4,902.26	1.197
1903.....	6,656	2,166.82	.326	1902.....	4,166	2,959.38	.710
1904.....	6,517	2,443.21	.375	1903.....	4,257	4,136.60	.972
1905.....	6,737	1,929.92	.286	1904.....	4,167	5,662.66	1.359
1906.....	6,706	3,356.31	.506	1905.....	4,400	4,454.25	1.012
1907.....	6,717	2,170.53	.323	1906.....	4,656	4,447.38	.955
1908.....	7,119	2,071.29	.291	1907.....	4,668	5,873.78	1.258
1909.....	6,688	2,976.62	.445	1908.....	4,890	8,272.76	1.692
1910.....	6,400	1,525.01	.238	1909.....	5,046	4,222.14	.835
1911.....	6,525	1,522.30	.233	1910.....	5,186	5,714.00	1.101
Third grade:				1911.....	5,140	5,663.79	1.102
1892.....	5,390	4,239.92	.781	Seventh grade:			
1893.....	5,223	207.24	.040	1894.....	2,986	14,108.90	4.725
1894.....	5,153	507.56	.098	1895.....	3,145	2,300.78	.744
1895.....	5,608	3,767.94	.672	1896.....	3,199	3,145.02	.983
1896.....	5,087	1,421.96	.250	1897.....	3,179	2,656.13	.835
1897.....	5,808	1,097.78	.189	1898.....	3,163	2,223.31	.703
1898.....	5,761	1,608.65	.279	1899.....	3,272	3,160.31	.936
1899.....	6,053	1,727.46	.285	1900.....	3,322	2,403.11	.723
1900.....	6,130	2,245.35	.366	1901.....	3,291	3,914.36	1.189
1901.....	5,906	2,616.99	.443	1902.....	3,224	3,326.73	1.032
1902.....	6,024	3,030.04	.503	1903.....	3,298	3,629.28	1.100
1903.....	6,183	2,388.91	.386	1904.....	3,521	3,999.56	1.136
1904.....	6,313	3,561.53	.564	1905.....	3,494	3,368.49	.964
1905.....	6,400	2,116.41	.331	1906.....	3,689	2,919.75	.791
1906.....	6,479	3,168.59	.489	1907.....	3,827	2,253.64	.589
1907.....	6,359	3,332.94	.524	1908.....	3,949	3,028.34	.767
1908.....	6,200	1,829.13	.295	1909.....	4,188	5,918.38	1.413
1909.....	6,568	2,373.01	.361	1910.....	4,297	5,540.55	1.289
1910.....	6,381	2,160.37	.338	1911.....	4,349	3,973.28	.913
1911.....	6,271	2,351.90	.375	Eighth grade:			
Fourth grade:				1894.....	2,570	13,143.70	5.114
1892.....	4,877	7,670.16	1.573	1895.....	2,685	1,663.81	.608
1893.....	5,011	249.87	.049	1896.....	2,658	2,094.15	.737
1894.....	4,776	489.27	.102	1897.....	2,731	2,588.38	.948
1895.....	4,725	1,301.34	.275	1898.....	2,892	1,093.26	.378
1896.....	5,055	1,673.12	.330	1899.....	2,747	1,584.53	.576
1897.....	5,150	3,738.42	.726	1900.....	2,863	1,959.47	.688
1898.....	5,426	2,802.37	.516	1901.....	2,888	3,636.12	1.239
1899.....	5,375	2,685.84	.500	1902.....	2,904	2,871.09	.939
1900.....	5,510	2,850.00	.517	1903.....	2,988	7,627.68	2.533
1901.....	5,819	7,009.18	1.204	1904.....	2,950	3,325.61	1.127
1902.....	5,745	4,553.35	.792	1905.....	3,071	4,700.65	1.531
1903.....	5,751	2,609.34	.454	1906.....	3,192	1,609.99	.504
1904.....	5,980	2,544.82	.425	1907.....	3,136	2,328.15	.742
1905.....	6,102	3,575.33	.586	1908.....	3,324	5,875.16	1.767
1906.....	6,092	4,962.17	.814	1909.....	3,536	6,022.09	1.700
1907.....	6,233	3,917.51	.628	1910.....	3,656	4,800.58	1.313
1908.....	6,280	4,257.13	.678	1911.....	3,680	5,945.64	1.616
1909.....	6,115	5,853.41	.957				

*Cost of supplies and of miscellaneous expenses, by grades, for each year.*

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.				
<b>First grade:</b>											
1892	8,005	\$1,793.00	\$0.224	1893	6,367	\$4,443.06	\$0.697				
1893	8,076	2,029.06	.251	1894	6,356	4,262.21	.670				
1894	8,446	2,674.81	.316								
1895	8,148	2,719.07	.334	<b>Fourth grade—Continued.</b>							
1896	8,472	3,269.48	.386	1893	4,057	3,150.83	.724				
1897	8,475	3,121.56	.368	1894	4,602	2,691.37	.585				
1898	8,949	3,776.29	.422	1895	4,358	1,711.28	.377				
1899	8,849	4,261.17	.481	1896	4,404	2,098.34	.476				
1900	8,849	4,758.20	.537	1897	4,056	2,172.37	.466				
1901	9,036	2,105.60	.233	1898	4,743	2,191.88	.462				
1902	9,415	3,163.77	.336	1899	4,809	2,928.54	.609				
1903	9,063	4,378.24	.483	1900	4,881	2,557.75	.524				
1904	9,126	4,877.31	.534	1901	4,903	1,710.88	.349				
1905	9,313	4,112.84	.441	1902	5,043	2,391.48	.475				
1906	8,950	5,062.99	.565	1903	5,114	2,755.67	.539				
1907	9,198	5,007.47	.544	1904	5,399	3,867.20	.714				
1908	8,050	4,085.72	.507	1905	5,500	3,972.93	.716				
1909	7,884	5,194.67	.658	1906	5,602	3,431.49	.612				
1910	8,265	4,848.57	.586	1907	5,601	3,962.72	.708				
1911	8,222	4,858.77	.590	1908	5,663	2,969.95	.524				
<b>Second grade:</b>											
1892	5,814	1,591.31	.274	1909	5,964	3,713.36	.621				
1893	5,904	1,834.51	.310	1910	5,938	4,518.22	.761				
1894	6,014	2,239.98	.372	1911	5,932	5,489.04	.925				
1895	5,921	1,839.62	.311	<b>Sixth grade:</b>							
1896	6,099	3,453.64	.564	1893	3,548	2,610.85	.726				
1897	6,196	3,597.07	.580	1894	3,598	2,154.05	.599				
1898	6,472	3,873.82	.598	1895	3,945	1,471.81	.373				
1899	6,310	3,984.07	.631	1896	3,900	1,842.87	.472				
1900	6,067	3,635.79	.599	1897	3,767	1,884.28	.500				
1901	6,336	1,600.16	.267	1898	4,021	1,887.44	.469				
1902	6,558	2,173.47	.331	1899	3,991	2,451.56	.614				
1903	6,656	3,455.59	.519	1900	4,028	2,110.93	.524				
1904	6,517	3,889.03	.596	1901	4,095	1,608.47	.392				
1905	6,737	3,943.59	.571	1902	4,166	2,295.31	.551				
1906	6,706	3,406.99	.508	1903	4,257	2,462.81	.578				
1907	6,717	4,387.81	.653	1904	4,167	2,968.28	.712				
1908	7,119	3,215.71	.451	1905	4,400	3,149.65	.716				
1909	6,688	5,329.86	.796	1906	4,656	2,933.53	.630				
1910	6,400	4,477.69	.700	1907	4,668	3,373.67	.722				
1911	6,525	3,979.06	.609	1908	4,890	2,613.30	.534				
<b>Third grade:</b>											
1892	5,390	2,270.45	.421	1909	5,046	2,550.87	.507				
1893	5,233	2,348.59	.449	1910	5,186	3,340.25	.644				
1894	5,153	2,143.84	.416	1911	5,140	4,632.78	.901				
1895	5,608	2,135.95	.381	<b>Seventh grade:</b>							
1896	5,687	2,435.14	.428	1894	2,986	1,630.04	.546				
1897	5,808	2,639.84	.454	1895	3,145	1,435.01	.464				
1898	5,761	2,993.87	.519	1896	3,199	1,196.98	.374				
1899	6,053	3,210.27	.530	1897	3,179	1,607.24	.505				
1900	6,130	4,276.47	.697	1898	3,163	1,703.72	.538				
1901	5,906	3,473.12	.588	1899	3,272	1,951.14	.596				
1902	6,024	3,356.49	.557	1900	3,322	1,770.57	.532				
1903	6,183	3,700.34	.598	1901	3,291	1,168.03	.355				
1904	6,313	3,177.34	.503	1902	3,224	1,549.66	.480				
1905	6,400	4,418.81	.690	1903	3,298	1,809.72	.549				
1906	6,479	3,657.83	.564	1904	3,521	2,544.98	.722				
1907	6,359	3,753.44	.590	1905	3,494	2,527.05	.723				
1908	6,200	3,245.40	.523	1906	3,689	2,354.04	.638				
1909	6,568	5,647.72	.859	1907	3,827	2,715.52	.709				
1910	6,381	4,197.35	.658	1908	3,949	2,129.63	.539				
1911	6,271	4,297.33	.685	1909	4,188	2,063.88	.500				
<b>Fourth grade:</b>											
1892	4,877	1,495.03	.306	1910	4,297	2,822.83	.657				
1893	5,011	2,299.37	.459	1911	4,349	4,021.49	.925				
1894	4,776	1,971.71	.413	<b>Eighth grade:</b>							
1895	4,725	1,877.66	.398	1894	2,570	1,451.17	.564				
1896	5,055	1,946.77	.385	1895	2,685	1,834.04	.670				
1897	5,150	3,102.39	.602	1896	2,658	1,135.38	.427				
1898	5,426	2,683.08	.494	1897	2,731	1,269.66	.465				
1899	5,375	2,850.76	.530	1898	2,892	1,581.80	.547				
1900	5,500	2,151.91	.390	1899	2,747	1,625.79	.502				
1901	5,819	1,275.23	.219	1900	2,863	1,520.05	.530				
1902	5,745	1,466.10	.255	1901	2,888	1,024.19	.354				
1903	5,751	1,928.53	.335	1902	2,904	1,643.33	.565				
1904	5,980	3,208.99	.537	1903	2,988	1,721.37	.576				
1905	6,102	3,171.93	.520	1904	2,950	2,251.75	.763				
1906	6,092	3,599.84	.591	1905	3,071	2,422.70	.789				
1907	6,233	4,325.96	.694	1906	3,192	2,169.99	.680				
1908	6,280	3,429.72	.546	1907	3,136	2,400.12	.765				
1909	6,115	2,775.03	.453	1908	3,324	1,896.56	.570				
				1909	3,536	2,331.06	.659				
				1910	3,656	2,344.29	.641				
				1911	3,680	4,102.30	1,114				

Cost of all textbooks and supplies, including miscellaneous expenses, by grades, for each year.

Years.	Pupils.	Total cost.	Average cost per pupil.	Years.	Pupils.	Total cost.	Average cost per pupil.
<b>First grade:</b>							
1892	8,005	\$5,748.33	\$0.718	1910	6,367	\$8,278.05	\$1.300
1893	8,076	2,163.90	.268	1911	6,356	8,304.46	1.306
1894	8,446	3,175.17	.375	<b>Fourth grade—Continued.</b>			
1895	8,148	3,464.01	.425	1893	4,657	9,835.50	2.257
1896	8,472	4,254.93	.502	1894	4,602	3,037.87	.660
1897	8,475	3,889.95	.459	1895	4,538	3,966.63	.874
1898	8,949	5,573.50	.623	1896	4,404	3,008.22	.681
1899	8,349	4,261.17	.481	1897	4,656	5,165.55	1.109
1900	8,849	5,124.37	.578	1898	4,743	4,117.65	.838
1901	9,036	3,745.94	.414	1899	4,809	5,696.24	1.184
1902	9,415	5,196.10	.551	1900	4,881	7,285.50	1.492
1903	9,063	6,757.57	.746	1901	4,903	6,276.53	1.280
1904	9,126	6,373.31	.697	1902	5,043	7,971.77	1.582
1905	9,313	4,994.79	.536	1903	5,114	8,090.82	1.582
1906	8,950	5,720.89	.639	1904	5,399	6,423.81	1.189
1907	9,195	6,345.43	.690	1905	5,550	7,817.39	1.408
1908	8,050	6,120.68	.760	1906	5,602	7,748.80	1.383
1909	7,884	7,922.50	1.004	1907	5,601	6,650.75	1.187
1910	6,265	7,945.04	.961	1908	5,663	6,137.51	1.083
1911	8,222	6,782.64	.824	1909	5,964	8,953.24	1.501
<b>Second grade:</b>							
1892	5,814	3,385.01	.582	1910	5,938	11,794.71	1.986
1893	5,904	1,883.16	.318	1911	5,932	11,343.54	1.912
1894	6,014	2,758.26	.455	<b>Sixth grade:</b>			
1895	5,921	3,060.98	.517	1893	3,548	15,407.45	4.342
1896	6,099	4,740.98	.779	1894	3,598	2,922.79	.815
1897	6,196	5,333.27	.859	1895	3,945	2,806.37	.711
1898	6,472	6,392.34	.987	1896	3,900	7,804.70	2.001
1899	6,310	4,596.57	.728	1897	3,767	4,775.78	1.267
1900	6,067	5,293.27	.872	1898	4,021	7,223.02	1.796
1901	6,336	4,328.63	.683	1899	3,991	6,923.13	1.734
1902	6,558	4,738.92	.722	1900	4,028	5,619.93	1.395
1903	6,656	5,622.41	.845	1901	4,095	6,510.73	1.589
1904	6,517	6,332.24	.971	1902	4,166	5,254.69	1.261
1905	6,737	5,773.51	.857	1903	4,257	6,599.41	1.550
1906	6,706	6,803.30	1.014	1904	4,167	8,630.94	2.071
1907	6,717	6,558.34	.976	1905	4,400	7,603.90	1.728
1908	7,119	5,287.00	.742	1906	4,656	7,380.91	1.585
1909	6,688	8,306.48	1.241	1907	4,668	9,247.45	1.980
1910	6,400	6,002.70	.938	1908	4,890	10,886.06	2.226
1911	6,525	5,501.36	.842	1909	5,046	6,773.01	1.342
<b>Third grade:</b>							
1892	5,390	6,480.37	1.202	1910	5,186	9,054.25	1.745
1893	5,223	2,555.83	.489	1911	5,140	10,296.57	2.003
1894	5,153	2,651.40	.514	<b>Seventh grade:</b>			
1895	5,608	5,903.89	1.053	1894	2,986	15,738.94	5.271
1896	5,687	3,857.10	.678	1895	3,145	3,735.79	1.208
1897	5,808	3,737.62	.643	1896	3,199	4,342.00	1.357
1898	5,761	4,602.52	.798	1897	3,179	4,263.37	1.341
1899	6,053	4,937.73	.815	1898	3,163	3,927.03	1.241
1900	6,130	6,521.82	1.063	1899	3,272	5,111.45	1.562
1901	5,906	6,089.11	1.031	1900	3,322	4,173.68	1.255
1902	6,024	6,386.53	1.060	1901	3,291	5,082.39	1.544
1903	6,183	6,089.25	.984	1902	3,224	4,876.39	1.512
1904	6,313	6,738.87	1.067	1903	3,298	5,439.00	1.649
1905	6,400	6,535.22	1.021	1904	3,521	6,544.54	1.858
1906	6,479	6,826.42	1.053	1905	3,493	5,895.54	1.637
1907	6,359	7,086.38	1.114	1906	3,689	5,273.79	1.429
1908	6,200	5,074.53	.818	1907	3,527	4,969.16	1.298
1909	6,568	8,020.73	1.220	1908	3,949	5,157.97	1.306
1910	6,381	6,357.72	.996	1909	4,188	8,012.26	1.913
1911	6,271	6,649.23	1.060	1910	4,297	8,363.38	1.946
<b>Fourth grade:</b>							
1892	4,877	9,165.19	1.879	1911	4,349	7,994.77	1.838
1893	5,011	2,549.24	.508	<b>Eighth grade:</b>			
1894	4,776	2,460.98	.515	1894	2,570	14,594.87	5.678
1895	4,725	3,179.00	.673	1895	2,685	3,497.87	1.274
1896	5,055	3,619.89	.716	1896	2,658	3,229.53	1.211
1897	5,150	6,840.81	1.328	1897	2,731	3,858.04	1.412
1898	5,426	5,485.45	1.010	1898	2,892	2,675.06	.925
1899	5,375	5,536.40	1.030	1899	2,747	3,210.32	1.168
1900	5,510	5,001.91	.907	1900	2,863	3,479.52	1.218
1901	5,819	8,285.41	1.423	1901	2,888	4,660.31	1.613
1902	5,745	6,019.45	1.047	1902	2,904	4,514.42	1.554
1903	5,751	4,537.87	.789	1903	2,988	9,349.06	3.129
1904	5,980	5,753.81	.962	1904	2,950	5,577.36	1.890
1905	6,102	6,747.26	1.106	1905	3,071	7,123.35	2.320
1906	6,092	8,562.01	1.405	1906	3,192	3,779.98	1.184
1907	6,233	8,243.47	1.322	1907	3,136	4,728.27	1.507
1908	6,280	7,686.85	1.224	1908	3,324	7,771.72	2.337
1909	6,115	8,628.44	1.410	1909	3,536	8,353.15	2.359
				1910	3,656	7,144.87	1.954
				1911	3,680	10,047.94	2.730

TABLE V.—*Growth of the schools since the year 1880.*

School year ending June 30—	Average number of pupils enrolled.					
	First nine divisions.		Tenth-thirteenth divisions.		Total.	
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.
1880.....	15,027		6,573		21,600	
1881.....	15,494	3.10	6,567	10.09	22,061	2.13
1882.....	16,063	3.60	6,763	2.98	22,826	3.46
1883.....	16,524	2.80	7,070	4.53	23,594	3.36
1884.....	16,642	.71	7,225	2.19	23,867	1.11
1885.....	17,468	4.90	7,689	6.42	25,157	5.40
1886.....	18,720	7.10	8,191	6.52	26,911	6.97
1887.....	19,285	3.00	8,448	3.13	27,733	3.05
1888.....	19,762	2.40	8,791	4.06	28,553	2.95
1889.....	20,477	3.60	9,088	3.37	29,565	3.54
1890.....	21,077	2.90	9,289	2.21	30,366	2.70
1891.....	21,599	2.60	9,702	4.25	31,301	3.07
1892.....	22,264	3.00	9,942	2.47	32,206	2.89
1893.....	22,395	.59	10,097	1.56	32,492	.89
1894.....	23,453	4.85	10,141	.43	33,624	3.48
1895.....	23,798	1.32	10,046	1.94	33,844	.65
1896.....	24,347	2.26	10,296	2.48	34,643	2.36
1897.....	25,261	3.75	10,420	1.20	35,681	2.99
1898.....	26,243	3.88	10,578	1.51	36,821	3.19
1899.....	26,742	1.90	10,171	13.84	36,913	.25
1900.....	27,637	3.34	10,474	2.97	38,111	3.24
1901.....	28,741	3.99	10,660	1.77	39,401	3.38
1902.....	29,648	3.15	11,010	3.29	40,658	3.19
1903.....	29,846	.66	10,959	1.46	40,505	.36
1904.....	30,653	2.70	11,477	4.71	42,130	3.24
1905.....	29,566	13.54	13,844	* 20.62	43,410	3.03
1906.....	30,064	1.68	13,921	.55	43,955	1.32
1907.....	30,747	2.27	14,847	6.65	45,594	3.65
1908.....	31,167	1.34	14,921	.49	46,088	1.07
1909.....	31,985	2.62	14,966	.30	46,951	1.87
1910.....	32,336	1.09	15,106	.92	47,442	1.04
1911.....	32,822	1.50	15,674	3.76	48,496	2.22

<sup>1</sup> Decrease.<sup>2</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>3</sup> See note <sup>2</sup>.

TABLE VI.—*Average enrollment of pupils in the white and colored schools and the number of teachers employed for each year since 1880.*

School year ending June 30—	Average enrollment.					Teachers.	
	First nine divi- sions.		Tenth-thirteenth divisions.		Total.		Whole number em- ployed.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.	
1880.....	15,072	.....	6,573	.....	21,600	.....	434
1881.....	15,494	3.10	6,567	1 0.09	22,061	2.13	461
1882.....	16,063	3.60	6,763	2.98	22,826	3.46	485
1883.....	16,524	2.80	7,070	4.53	23,594	3.36	505
1884.....	16,642	.71	7,225	2.19	23,867	1.11	525
1885.....	17,468	4.90	7,689	6.42	25,157	5.40	555
1886.....	18,720	7.10	8,191	6.52	26,911	6.97	595
1887.....	19,285	3.00	8,448	3.13	27,733	3.05	620
1888.....	19,762	2.40	8,791	4.06	28,553	2.95	654
1889.....	20,477	3.60	9,088	3.37	29,565	3.54	693
1890.....	21,077	2.90	9,289	2.21	30,366	2.70	745
1891.....	21,599	2.60	9,702	4.25	31,301	3.07	795
1892.....	22,264	3.00	9,942	2.47	32,206	2.89	845
1893.....	22,395	.59	10,097	1.56	32,492	.89	895
1894.....	23,483	4.85	10,141	.43	33,624	3.48	942
1895.....	23,798	1.32	10,046	1.94	33,844	.65	991
1896.....	24,347	2.26	10,296	2.48	34,643	2.36	1,031
1897.....	25,261	3.75	10,420	1.20	35,681	2.99	1,071
1898.....	26,243	3.88	10,578	1.51	36,821	3.19	1,107
1899.....	26,742	1.90	10,171	1 3.84	36,913	.25	1,159
1900.....	27,637	3.34	10,474	2.97	38,111	3.24	1,226
1901.....	28,741	3.99	10,660	1.77	39,401	3.38	1,283
1902.....	29,648	3.15	11,010	3.29	40,658	3.19	1,323
1903.....	29,846	.66	10,959	1.46	40,805	.36	1,371
1904.....	30,653	2.70	11,477	4.71	42,130	3.24	1,425
1905.....	<sup>3</sup> 29,566	13.54	<sup>4</sup> 13,844	<sup>4</sup> 20.62	43,410	3.03	1,478
1906.....	30,064	1.68	13,921	.55	43,985	1.32	1,536
1907.....	30,747	2.27	14,847	6.65	45,594	3.65	1,575
1908.....	31,167	1.34	14,921	.49	46,088	1.07	1,583
1909.....	31,985	2.62	14,966	.30	46,951	1.87	1,628
1910.....	32,336	1.09	15,106	.92	47,442	1.04	1,684
1911.....	32,822	1.50	15,674	3.76	48,496	2.22	1,720

<sup>1</sup> Decrease.<sup>2</sup> Includes kindergarten teachers.<sup>3</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.<sup>4</sup> See note <sup>3</sup>.<sup>5</sup> Thirty-two officers, librarians, and clerks, counted as teachers for 1906-7, and who were afterwards specifically eliminated as such, make a net increase of 40 teachers for 1907-8.

TABLE VII.—*Average enrollment of pupils, the number of teachers employed, the cost of tuition, and rates of increase for each year since 1880.*

School year ending June 30—	Average enrollment.		Teachers.		Cost (excluding rent and permanent improvements).		
	Total.	Per cent of increase.	Number employed.	Increase.	Per pupil (based on average enrollment).	Aggregate amount.	Per cent of increase.
1880.....	21,600	.....	434	.....	\$16.95	\$366,199.51	.....
1881.....	22,061	2.13	461	27	17.28	381,314.19	4.12
1882.....	22,826	3.46	485	24	17.44	398,254.54	4.44
1883.....	23,594	3.36	505	20	17.78	419,594.60	5.35
1884.....	23,867	1.11	525	20	18.22	435,032.79	3.67
1885.....	25,157	5.40	555	30	18.66	469,550.51	7.93
1886.....	26,911	6.97	595	40	17.76	477,993.67	1.79
1887.....	27,733	3.05	620	25	19.11	509,194.01	6.52
1888.....	28,553	2.95	654	34	19.11	545,717.71	7.17
1889.....	29,565	3.54	693	39	20.11	594,774.73	8.98
1890.....	30,366	2.70	745	52	21.58	655,310.08	10.17
1891.....	31,301	3.07	795	50	21.44	671,124.08	2.41
1892.....	32,206	2.89	845	50	22.49	724,521.93	7.95
1893.....	32,492	.89	895	50	23.93	776,616.53	7.19
1894.....	33,624	3.48	942	47	24.56	825,992.84	6.36
1895.....	33,844	.65	991	49	24.78	838,757.60	1.54
1896.....	34,643	2.36	1,031	40	25.23	882,273.18	5.18
1897.....	35,681	2.99	1,071	40	26.03	913,505.79	3.56
1898.....	36,821	3.19	1,107	36	26.07	959,804.34	5.05
1899.....	36,913	.25	1,159	52	27.13	988,415.26	2.98
1900.....	38,111	3.24	1,226	67	27.87	1,062,174.74	7.46
1901.....	39,401	3.38	1,283	57	27.70	1,091,527.35	5.75
1902.....	40,658	3.19	1,323	40	29.68	1,206,742.17	10.55
1903.....	40,805	.36	1,371	48	29.39	1,199,209.61	(2)
1904.....	42,130	3.24	1,425	54	30.71	1,293,912.44	16.22
1905.....	43,410	3.03	1,478	53	31.61	1,372,490.82	6.07
1906.....	43,985	1.32	1,536	58	32.94	1,449,211.93	5.58
1907.....	45,594	3.65	1,575	39	35.11	1,601,084.15	10.47
1908.....	46,088	1.07	1,583	40	36.78	1,695,269.48	5.88
1909.....	46,951	1.87	1,628	45	39.64	1,861,444.35	9.80
1910.....	47,442	1.04	1,684	56	41.42	1,965,458.46	5.58
1911.....	48,496	2.22	1,720	36	43.66	2,117,795.71	7.75

<sup>1</sup> Includes kindergarten teachers.<sup>2</sup> Decrease.<sup>3</sup> Includes deficiency appropriations.<sup>4</sup> See note <sup>5</sup>, Table VI, p. 791.

REPORT OF BOARD OF EDUCATION OF DISTRICT OF COLUMBIA. 81

TABLE VIII.—*Whole enrollment of pupils in white and colored schools, the number of teachers employed, and the cost of tuition for each year since 1880.*

School year ending June 30—	Whole enrollment.						Teachers.		Cost (excluding rent and permanent improvements).		
	First nine divisions.		Tenth-thirteenth divisions.		Total.		Whole number employed.	Increase.	Per pupil (based on whole enrollment).	Aggregate amount.	Per cent of increase.
	Number.	Per cent of increase.	Number.	Per cent of increase.	Number.	Per cent of increase.					
1880...	18,378	.....	8,061	.....	26,439	.....	434	.....	\$13.85	\$366,199.51	.....
1881...	19,153	4.21	8,146	1.05	27,299	3.25	461	27	13.96	381,314.19	4.12
1882...	19,031	1.63	8,289	1.75	27,320	.07	485	24	14.57	398,254.54	4.44
1883...	19,836	4.22	8,710	5.07	28,546	4.48	505	20	14.69	419,594.60	5.35
1884...	21,221	6.98	9,167	5.24	30,388	6.45	525	20	14.31	435,032.79	3.67
1885...	21,267	.21	9,598	4.70	30,865	1.56	555	30	15.21	469,550.51	7.93
1886...	22,198	4.37	10,138	5.62	32,336	4.76	595	40	14.78	477,993.67	1.79
1887...	23,073	3.94	10,345	2.04	33,418	3.34	620	25	15.23	509,194.01	6.52
1888...	23,810	3.19	11,040	6.71	34,850	4.28	654	34	15.65	545,717.71	7.17
1889...	24,594	3.29	11,170	1.17	35,764	2.62	693	39	16.62	594,774.73	8.98
1890...	25,468	3.55	11,438	2.39	36,906	3.19	745	52	17.75	655,310.08	10.17
1891...	26,254	3.47	12,132	6.07	38,386	4.01	795	50	17.48	671,124.08	2.41
1892...	27,398	3.96	12,280	1.21	39,678	3.36	845	50	18.26	724,521.93	7.95
1893...	27,435	.14	12,329	.39	39,764	.22	895	50	19.53	776,616.53	7.19
1894...	28,445	3.68	12,233	1.78	40,678	2.29	942	47	20.30	825,992.84	6.36
1895...	29,078	2.22	12,479	2.01	41,557	2.16	991	49	20.18	838,757.60	1.54
1896...	29,588	1.75	12,876	3.26	42,464	2.18	1,031	40	20.59	882,273.18	5.18
1897...	30,141	1.87	12,854	1.17	42,995	1.25	1,071	40	21.60	913,595.79	3.56
1898...	31,723	5.24	12,975	.94	44,698	3.96	1,107	36	21.47	959,804.34	5.05
1899...	32,766	3.28	12,794	1.39	45,560	1.92	1,159	52	21.98	988,415.26	2.98
1900...	33,771	3.06	12,748	1.35	46,519	2.10	1,226	67	22.83	1,062,174.74	7.46
1901...	34,399	1.85	13,032	2.22	47,431	1.96	1,283	57	23.01	1,041,527.38	5.75
1902...	35,079	2.26	13,353	2.46	48,432	2.11	1,324	40	24.70	1,206,742.17	10.55
1903...	35,493	1.12	13,252	1.75	48,475	.64	1,371	48	24.60	1,199,292.61	(1)
1904...	36,107	1.72	13,682	3.24	49,789	2.14	1,425	54	25.98	1,293,912.44	16.22
1905...	34,600	14.17	16,630	21.54	51,230	2.89	1,478	53	26.79	1,372,490.82	6.07
1906...	35,201	1.73	16,791	.96	51,992	1.48	1,536	58	27.87	1,449,211.93	5.58
1907...	35,356	.44	17,383	3.52	52,739	1.43	1,575	39	30.35	1,601,084.15	10.47
1908...	36,066	2.08	17,379	.02	53,385	1.21	1,583	40	31.74	1,695,269.48	5.88
1909...	37,089	3.00	17,703	1.86	54,792	2.63	1,628	45	33.97	1,861,444.35	9.80
1910...	38,071	2.64	18,065	2.04	56,136	2.43	1,684	56	35.01	1,965,458.46	5.58
1911...	38,168	.25	18,616	3.05	56,784	1.15	1,720	36	37.29	2,117,795.71	7.75

<sup>1</sup> Decrease.

<sup>2</sup> Includes kindergarten teachers.

<sup>3</sup> Includes deficiency appropriations.

<sup>4</sup> Colored schools of the first nine divisions transferred to the tenth-thirteenth divisions.

<sup>5</sup> See note <sup>4</sup>, Table VI, p. 79.

TABLE IX.—*Amount expended for rent, and sites and buildings each year from the year 1880 to 1911, inclusive.*

School year ending June 30—	Rent.	Sites and buildings.	School year ending June 30—	Rent.	Sites and buildings.
1880...	\$28,908.35	\$74,998.24	1896...	\$14,736.50	\$185,601.12
1881...	26,506.11	103,416.91	1897...	14,188.00	182,514.26
1882...	26,472.57	253,609.73	1898...	14,934.00	139,669.00
1883...	14,805.33	103,141.47	1899...	13,420.00	72,127.86
1884...	8,742.50	103,563.94	1900...	13,968.00	71,807.43
1885...	7,060.00	118,400.00	1901...	15,032.31	295,308.09
1886...	6,919.66	61,130.04	1902...	15,641.73	398,000.00
1887...	7,354.00	73,085.34	1903...	14,131.50	234,944.00
1888...	10,215.44	239,150.77	1904...	14,193.50	180,300.00
1889...	14,832.00	332,312.44	1905...	14,236.00	179,713.00
1890...	10,000.00	230,467.39	1906...	15,218.50	190,800.00
1891...	9,892.00	229,078.00	1907...	17,484.24	271,158.32
1892...	9,602.00	220,344.47	1908...	23,881.48	378,831.60
1893...	8,951.25	42,270.36	1909...	19,155.58	698,791.81
1894...	9,825.50	66,939.60	1910...	27,197.00	541,141.42
1895...	9,648.00	66,408.91	1911...	122,084.50	816,103.05

<sup>1</sup> Includes \$6,276 paid out of appropriation for rent of buildings or rooms to comply with compulsory education law.

## STATISTICS OF THE RESPECTIVE SCHOOL DIVISIONS.

## FIRST DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Addison, P Street between Thirty-second and Thirty-third Streets NW .....	1	1	1	2	1	1	2	.....	.....	9	8	9
Conduit Road, Conduit Road.....	.....	.....	.....	3-1	.....	.....	.....	.....	1	1	1	1
Corcoran, Twenty-eighth Street between M Street and Olive Avenue NW .....	1	1	1	1	2	2	.....	1	2	8	8	8
Corcoran portables .....	.....	.....	.....	.....	.....	.....	.....	1	1	4	3	15
Curtis, O Street between Thirty-second and Thirty-third Streets NW .....	1	1	1	1	1	1	1	2	.....	9	2	10
Fillmore, Thirty-fifth Street between R and S Streets NW.....	1	1	1	1	1	1	1	1	.....	8	8	8
Hyde, O Street between Thirty-second and Thirty-third Streets NW .....	1	1	1	1	1	1	2-1	1	1	9	8	110
Industrial Home, Wisconsin Avenue NW.....	8-6	.....	1	4-3	.....	1	.....	.....	.....	4	4	4
Jackson, R Street between Thirtieth and Thirty-first Streets NW .....	1	1	1	1	1	1	1	1	1	9	8	110
Reservoir, Conduit Road near reservoir.....	.....	6-5	.....	4-3	.....	1	1	1	1	4	4	4
Tenley and annex, Tenley, D. C.....	1	1	1	1	1	1	1	1	1	8	3	10
Threlkeld, Thirty-sixth Street and Prospect Avenue NW.....	.....	7-6	.....	.....	1	1	1	1	1	5	4	5
Toner, Twenty-fourth and F Streets NW .....	1	1	1	1	1	1	1	1	1	9	8	110
Total number of schools:												
1911.....	9	9	9	10	12	11	12	11	4	87	84	91
1910.....	9	8	10	9	13	10	13	10	5	87	84	92

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> One room for office of supervising principal and one for the Peabody library.<sup>3</sup> Includes 2 rooms in the annex used for manual training and cooking.TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Addison.....	Furnace...	Excellent	Fair.....	Excellent	Excellent	Poor.....	Owned.
Conduit Road.....	Stove.....	do.....	Poor.....	None.....	Fair.....	Do.	Do.
Corcoran.....	Furnace.....	do.....	Fair.....	Excellent	Good.....	Do.	Do.
Corcoran, portable, No. 1. <sup>1</sup>	do.....	do.....	Poor.....	Good.....	None.....	Small.....	Do.
Corcoran, portable, No. 2. <sup>2</sup>	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Corcoran, portable, No. 3. <sup>3</sup>	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Curtis.....	Steam.....	do.....	Fair.....	Excellent	Excellent	Excellent	Do.
Fillmore.....	Furnace.....	do.....	do.....	do.....	do.....	Good.....	Do.
Hyde.....	do.....	do.....	Excellent	do.....	do.....	Fair.....	Do.
Industrial Home.....	Steam.....	do.....	Fair.....	do.....	Poor.....	Excellent	(4)
Jackson.....	Furnace.....	do.....	do.....	Good.....	Excellent	Good.....	Owned.
Reservoir.....	do.....	Poor.....	do.....	Excellent	do.....	Excellent	Do.
Tenley.....	Steam.....	Good.....	do.....	do.....	Poor.....	do.....	Do.
Tenley Annex.....	Stoves.....	do.....	do.....	do.....	None.....	do.....	Do.
Threlkeld.....	Furnace.....	do.....	do.....	Poor.....	Poor.....	Fair.....	Do.
Toner.....	do.....	do.....	Excellent	Excellent	Excellent	Good.....	Do.
730 Twenty-fourth Street NW, <sup>4</sup>	Stoves.....	do.....	Poor.....	Good.....	None.....	Ample.....	Rented.
3233 N Street.....	Furnace.....	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Used for one grade school.<sup>2</sup> Used for two grade schools.<sup>3</sup> Used for one kindergarten school.<sup>4</sup> Neither owned nor rented.<sup>5</sup> Used for manual training, cooking, cutting, and fitting.

## FIRST DIVISION—Continued.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Addison.....	2	0	2,2
Corcoran and portables.....	2	2	1,2
Curtis.....	2	2	1,1
Hyde.....	2	0	2-1,1
Jackson.....	2	2	1,2
Threlkeld.....	2	2	1,2
Toner.....	2	4	1,2
Total.....	14	12	.....

No half-day schools above second grade in 1910.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	9	9	294	303	250	258	237	252	32.6	27.7
Seventh.....	9	8	293	323	266	276	253	255	32.5	29.5
Sixth.....	9	10	357	395	310	313	292	299	39.6	34.4
Fifth.....	10	9	441	431	379	377	356	334	44.1	37.9
Fourth.....	12	13	425	466	372	403	345	409	35.4	31.0
Third.....	11	10	407	357	354	393	329	340	37.0	32.1
Second.....	12	13	466	428	389	361	362	345	38.8	32.4
First.....	11	10	531	484	410	452	368	408	48.1	37.2
Total.....	83	82	3,214	3,187	2,730	2,833	2,542	2,642	38.7	32.8
Kindergarten.....	4	5	164	235	109	148	96	129	41.0	26.8
Total.....	87	87	3,378	3,422	2,839	2,981	2,638	2,771	38.8	32.6

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.2	89	150	2	9.0	6.0
October.....	94.1	377	487	14	22.0	34.0
November.....	92.8	440	489	19	52.0	37.5
December.....	91.5	419	507	61	47.0	29.0
January.....	92.4	414	592	19	35.0	39.5
February.....	91.4	366	471	19	24.0	52.0
March.....	92.2	323	342	13	97.0	25.0
April.....	91.6	214	395	7	52.0	22.0
May.....	92.5	368	447	22	33.5	32.5
June.....	93.5	217	245	14	13.5	7.0
Total.....	92.7	3,227	4,125	190	385.0	284.5

## FIRST DIVISION—Continued.

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School, No. 1.....	60
Other normal schools.....	2
Colleges.....	8
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	9
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	91

## SECOND DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Adams, R Street between Seventeenth Street and New Hampshire Avenue NW	1	1	1	1	1	1	1	1	1	9	8	1 10
Chevy Chase, Connecticut Avenue extended.....	1	1	1	1	1	1	1	1	1	9	8	1 10
Cooke, Henry D., Seventeenth Street and Columbia Road NW.....	2	2	2	1	1	1	1	1	1	13	2 16	1 14
Dennison, S Street between Thirteenth and Fourteenth Streets NW.....	2	1	2	1	1	1	2	1	1	12	12	1 13
Eaton, Thirty-fourth and Lowell Streets NW.....	8-7	6-5	—	4-3	—	1	1	1	1	6	3 8	1 7
Force, Massachusetts Avenue between Seventeenth and Eighteenth Streets NW	1	2	2	2	2	1	2	1	—	13	12	13
Grant, G Street between Twenty-first and Twenty-second Streets NW.....	1	1	2	2	2	2	2	2	—	14	12	14
Morgan, V Street between Champlain and Eighteenth Streets.....	1	1	1	1	1	1	1	1	—	4 8	8	5 6
Weightman and portable, Twenty-third and M Streets NW.....	1	1	1	1	1	1	1	1	1	10	6 9	1 11
Total number of schools:												
1911.....	11	10	13	10	11	9	14	10	6	94	93	98
1910.....	11	11	10	11	11	10	12	10	5	91	94	94

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Two rooms vacant and one room used for cooking-sewing class.<sup>3</sup> Two rooms vacant.<sup>4</sup> Four practice schools under the supervision of two normal teachers.<sup>5</sup> Includes two practice teachers of the normal school.<sup>6</sup> Includes room in portable school building.TABLE II.—*Condition of building.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Adams.....	Furnace.....	Excellent	Good.....	Excellent	Good.....	Small.....	Owned.....
Berret.....	do.....	Good.....	do.....	do.....	Insufficient	Insufficient	Do.....
Chevy Chase.....	do.....	do.....	Poor.....	do.....	Excellent	Excellent	Do.....
Cooke.....	do.....	Excellent	Excellent	do.....	do.....	do.....	Do.....
Dennison.....	Steam.....	do.....	Good.....	do.....	do.....	do.....	Do.....
Eaton.....	Furnace.....	do.....	Excellent	do.....	do.....	do.....	Do.....
Force.....	Steam.....	do.....	Poor.....	do.....	do.....	Good.....	Do.....
Grant.....	do.....	do.....	Good.....	do.....	do.....	do.....	Do.....
Morgan.....	Furnace.....	do.....	Excellent	do.....	do.....	Excellent	Do.....
Weightman.....	do.....	do.....	Good.....	do.....	do.....	Good.....	Do.....
Weightman portable.....	do.....	Good.....	do.....	None.....	None.....	do.....	Do.....

<sup>1</sup> Used for manual training and cooking classes and offices.

## SECOND DIVISION—Continued.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Adams.....	2	2	1, 2
Chevy Chase.....	2	2	1, 2
Force.....	2	2	1, 2
Grant.....	4	4	1, 1, 2, 2
Weightman.....	2	2	1, 2
Total.....	12	8	

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	11	11	378	407	338	359	322	339	34.3	30.7
Seventh.....	10	11	408	452	332	405	314	364	40.8	33.2
Sixth.....	13	10	493	465	434	373	404	364	37.9	33.3
Fifth.....	10	11	439	486	370	429	342	398	43.9	37.0
Fourth.....	11	11	447	451	391	386	365	361	40.6	35.5
Third.....	9	10	434	431	374	359	349	337	48.2	41.5
Second.....	14	12	481	437	394	389	340	363	34.3	28.1
First.....	10	10	460	517	385	389	381	352	46.0	38.5
Total.....	88	86	3,540	3,646	3,018	3,089	2,817	2,878	40.2	34.3
Kindergarten.....	6	5	251	240	151	138	128	119	41.8	25.1
Total.....	94	91	3,791	3,866	3,169	3,227	2,945	2,997	40.3	33.7

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11.	Cases of tardiness.		Tardi- ness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.4	149	216	2	22.0	18.5
October.....	94.9	579	740	18	53.5	42.5
November.....	93.8	747	716	21	60.0	67.5
December.....	91.8	870	789	49	53.5	34.0
January.....	91.7	813	932	9	53.5	81.0
February.....	90.7	659	801	18	44.5	37.5
March.....	92.8	780	587	12	74.5	92.5
April.....	91.2	489	603	6	22.5	51.5
May.....	92.4	743	701	13	42.5	42.0
June.....	91.8	465	449	11	6.0	40.5
Total.....	92.7	6,294	6,534	159	432.5	507.5

## SECOND DIVISION—Continued.

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	67
Other normal schools.....	6
Colleges.....	2
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	5
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	198

## THIRD DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brightwood, Brightwood.....	8-7	.....	1	1	4-3	.....	2-1	.....	.....	5	28	5
Brightwood Park, Ninth and Ingraham Streets NW.....					4-3	.....	1	1	1	4	4	35
Harrison, Thirteenth Street, between V and W Streets NW.....		1	1	1	1	1	1	1	1	8	8	39
Hubbard and portable, Kenyon Street, between Eleventh and Twelfth Streets.....	1	1	{ 6-5 }	1	1	1	1	1	1	10	49	311
Johnson and annex, School and Lamont Streets NW.....	1	1	1	1	1	1	1	2	.....	9	12	9
Monroe, Columbia Road, between Georgia and Sherman Avenues.....	1	1	{ 1 }	1	2	2	1	2	1	13	12	314
Petworth, Petworth.....	1	1	1	1	1	1	2	2	1	11	8	312
Phelps, Vermont Avenue, between T and U Streets.....	1	1	1	1	1	1	1	1	1	9	8	310
Powell, School Street near Park Road.....	8-7	.....	1	1	1	2	1	1	1	9	8	310
Ross and portables, Harvard Street, between Eleventh and Thirteenth Streets NW.....	1	1	1	2	1	1	2	2	1	12	10	313
Takoma, Takoma.....	1	1	1	1	1	1	1	1	1	8	8	8
Woodburn, Riggs and Blair Roads.....	8-6	.....	5-4	.....	3-2	.....	1	.....	4	4	4	4
Total number of schools:												
1911.....	10	8	12	12	12	12	13	15	8	102	99	110
1910.....	9	7	10	11	13	10	12	12	8	92	95	100

<sup>1</sup> Includes two practice teachers of the normal school.<sup>2</sup> One room vacant, one room used for manual training, and one room for cooking-sewing classes<sup>3</sup> Including assistant kindergarten teacher.<sup>4</sup> Including one room in portable school building.<sup>5</sup> Including four rooms in annex, one for manual training, one for cooking-sewing classes, and two vacant.<sup>6</sup> Kindergarten class occupies a room in the basement of the building.<sup>7</sup> Including two rooms in portable school buildings.

## THIRD DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Brightwood.....	Steam.....	Excellent	Fair.....	Excellent	Poor <sup>1</sup> .....	Fair <sup>2</sup> .....	Owned.
Brightwood Park.....	Furnace and gas engine.....	do.....	Good <sup>3</sup> .....	do.....	Very good	Poor <sup>4</sup> .....	Do.
Harrison.....	Furnace.....	do.....	do.....	do.....	Good.....	Fair.....	Do.
Hubbard.....	Furnace and fan.....	do.....	do.....	do.....	Excellent	Excellent	Do.
Hubbard portable.....	Furnace.....	Good.....	do.....	None.....	None.....	do.....	Do.
Johnson.....	do.....	Excellent	do.....	Excellent	Good.....	Fair.....	Do.
Johnson annex.....	Stoves.....	Good.....	Poor.....	do.....	None.....	do.....	Do.
Monroe.....	Furnace.....	Excellent	Fair.....	do.....	( <sup>5</sup> ).....	do.....	Do.
Petworth.....	Furnace and fan.....	do.....	Good.....	do.....	Excellent <sup>6</sup>	do.....	Do.
Phelps.....	Furnace.....	do.....	do.....	do.....	Poor <sup>6</sup> .....	Poor.....	Do.
Powell.....	Furnace and fan.....	do.....	do.....	do.....	Excellent	Excellent	Do.
Ross.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Ross portable No. 1.	Furnace.....	Good.....	do.....	None.....	None.....	do.....	Do.
Ross portable No. 2.	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Takoma.....	Furnace and fan.....	Excellent	Excellent	Excellent	Excellent <sup>8</sup>	Good <sup>8</sup> .....	Do.
Woodburn.....	Furnace.....	do.....	Good.....	Poor.....	do.....	Excellent	Do.

<sup>1</sup> The basement floors of this building are brick; should be concrete; are insanitary.<sup>2</sup> Concrete driveway should be built from the gate to the coal chute.<sup>3</sup> Ventilation not as good as in other buildings with same system.<sup>4</sup> Not fenced in or properly graded; no good walks.<sup>5</sup> Old part, fair; new part, excellent.<sup>6</sup> Boys' playroom used for fuel room.<sup>7</sup> For boys only. One basement now used as a classroom.<sup>8</sup> Excellent in size; needs proper grading and drainage.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Hubbard.....	2	2	1,2
Johnson.....	2	.....	1,2
Monroe.....	2	2	1,2
Petworth.....	4	2	1,1,2,2
Phelps.....	2	2	1,2
Powell.....	2	.....	1,2
Ross.....	4	4	1,1,2,2
Total.....	18	12	.....

No half-day schools above second grade in 1911.

## THIRD DIVISION—Continued.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	9	306	308	281	277	269	257	30.6	28.1
Seventh.....	8	7	414	358	350	318	331	301	51.7	43.7
Sixth.....	12	10	487	429	451	405	423	380	40.5	37.5
Fifth.....	12	11	550	507	491	459	459	422	45.8	40.9
Fourth.....	12	13	525	514	453	448	424	416	43.7	37.7
Third.....	12	10	520	490	465	448	438	414	43.3	38.7
Second.....	13	12	529	473	464	392	436	388	40.6	35.6
First.....	15	12	647	556	549	455	502	450	43.1	36.6
Total.....	94	84	3,978	3,635	3,504	3,232	3,282	3,028	42.3	37.2
Kindergarten.....	8	8	334	324	232	238	202	213	41.7	29.0
Total.....	102	92	4,312	3,959	3,736	3,470	3,484	3,241	42.2	36.6

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.5	156	111	.....	32.5	6.0
October.....	95.2	485	440	15	55.5	12.0
November.....	93.8	549	471	22	44.5	30.0
December.....	91.7	624	437	40	63.5	17.5
January.....	92.6	641	628	16	37.5	96.0
February.....	90.8	467	471	14	49.0	62.0
March.....	92.6	640	393	29	50.0	26.0
April.....	92.3	401	421	8	42.5	55.0
May.....	92.7	596	526	16	29.0	52.5
June.....	94.2	333	280	13	19.0	40.5
Total.....	93.2	4,892	4,178	173	423.0	397.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	71
Other normal schools.....	9
Colleges.....	6
Kindergarten.....	16
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	110

## FOURTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Abbot, Sixth Street and New York Avenue NW.....	1	1	1	1	1	2	{2-1 1}	1	1	9	9	9
Franklin, Thirteenth and K Streets NW.....						2	2	2	2	16	17	13
Henry, P Street between Sixth and Seventh Streets NW.....	1	2	1	2	2	3	2	1	1	13	12	13
Morse, R Street between New Jersey Avenue and Fifth Street NW.....	1	1	1	1	2	1	{2-1 1}	1	1	9	8	10
Polk, Seventh and P Streets NW.....	1	2	2	1	1	1	1	3	1	10	8	11
Thomson, L and Twelfth Streets NW.....	2	2	2	2	2	2	1	1	1	11	12	11
Twining, Third Street between N and O Streets NW.....	1	1	1	1	1	1	1	1	1	8	8	8
Webster, Tenth and H Streets NW.....	1	1	2	2	2	2	1	1	1	13	12	13
Total number of schools:												
1911.....	8	8	8	9	11	11	12	9	3	79	86	78
1910.....	8	8	8	9	11	11	10	11	3	79	85	78

<sup>1</sup> Six practice schools under the supervision of three normal teachers.<sup>2</sup> Six rooms used for normal school and five for other purposes.<sup>3</sup> Practice teachers of the normal school.<sup>4</sup> Includes assistant kindergarten teacher.<sup>5</sup> Includes two fourth-grade schools and one kindergarten under two practice teachers of the normal school.<sup>6</sup> One room used for the kindergarten training class of the normal school.<sup>7</sup> Includes two practice teachers of the normal school.TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Abbot.....	Furnace and hot water.	Excellent <sup>1</sup>	Fair.....	Excellent	None.....	None.....	Owned.
Franklin.....	Steam.....	do <sup>2</sup> .....	Poor.....	Good.....	Excellent <sup>3</sup> Boys', poor.	do.....	Do.
Henry.....	do.....	do <sup>4</sup> .....	Fair.....	do.....	Girls', good. <sup>5</sup>	Good.....	Do.
Morse.....	Furnace .....	do .....	Good.....	Excellent	Fair.....	do.....	Do.
Polk.....	do .....	do .....	do.....	do.....	Good.....	Girls', small.	Do.
Thomson.....	do.....	do .....	Excellent	do.....	Excellent	Excellent.	Do.
Twining.....	do.....	do .....	Good.....	do .....	Fair.....	Girls', excellent	Do.
Webster.....	Steam.....	do <sup>7</sup> .....	Poor.....	do.....	do.....	Boys', poor. <sup>8</sup>	Do.
607-609 O Street NW. <sup>9</sup>	do.....	Good.....	do.....	Fair.....	None.....	do.....	Rented.
212 H Street NW. <sup>10</sup>	Hot water.	Fair.....	do.....	Very good.	do.....	do.....	Do.
624-626 O Street NW. <sup>10</sup>	Steam.....	Good.....	do.....	Fair.....	do.....	do.....	Do.
1622 Seventh Street NW. <sup>11</sup>	Furnace .....	Poor.....	do.....	do.....	do.....	do.....	Do.
1626 Seventh Street NW. <sup>12</sup>	do.....	Fair.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Six rooms excellent; three good.<sup>2</sup> Five rooms poor.<sup>3</sup> Boys' playrooms insufficient.<sup>4</sup> Southwest rooms poor.<sup>5</sup> Too small.<sup>6</sup> Unfit for ordinary use on account of muddy condition.<sup>7</sup> Poor in four rooms; fair in two rooms; satisfactory in six rooms.<sup>8</sup> Used for cooking, cutting and fitting, and McKinley Manual Training School classes.<sup>9</sup> Used for manual training, cooking, and cutting and fitting classes.<sup>10</sup> Used for manual training classes and art classes of Central High School.<sup>11</sup> Used for classes of McKinley Manual Training School.<sup>12</sup> Latrobes.

## FOURTH DIVISION—Continued.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Henry.....	2	—	2,2
Morse.....	2	2	1,2
Polk.....	4	4	1,1,1,2
Webster.....	2	4	2,2
Total.....	10	10	—

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	320	304	280	273	268	262	40.0	35.0
Seventh.....	8	8	335	357	287	312	270	295	41.6	35.8
Sixth.....	8	8	345	335	294	293	275	277	43.1	36.7
Fifth.....	9	9	374	416	342	351	322	328	41.5	38.0
Fourth.....	11	11	405	404	366	363	343	341	36.8	33.2
Third.....	11	11	388	397	350	360	328	339	35.2	31.8
Second.....	12	10	387	383	354	324	329	301	32.2	29.5
First.....	9	11	380	498	330	408	314	341	42.2	36.6
Total.....	76	76	2,934	3,094	2,603	2,684	2,449	2,484	38.6	34.2
Kindergarten.....	3	3	153	144	105	99	90	87	51.0	35.0
Total.....	79	79	3,087	3,238	2,708	2,783	2,539	2,571	39.0	34.2

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.8	92	90	1	—	3.0
October.....	90.7	366	474	4	26.0	17.0
November.....	94.5	548	553	10	79.0	64.5
December.....	93.1	538	526	42	45.0	90.5
January.....	92.6	636	570	9	73.0	137.5
February.....	92.5	414	413	11	49.0	89.0
March.....	93.5	559	346	6	61.0	30.0
April.....	91.2	317	360	8	41.0	34.5
May.....	93.4	472	486	7	30.0	43.0
June.....	93.1	271	213	5	5.0	13.0
Total.....	93.1	4,213	4,031	103	409.0	522.0

## FOURTH DIVISION—Continued.

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1 .....	51
Other normal schools .....	7
Colleges .....	1
Kindergartens .....	5
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses .....	8
Elementary education, plus irregular or incomplete advanced courses .....	6
Total .....	178

<sup>1</sup> Includes five practice teachers of the normal school.

## FIFTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Arthur, Arthur Place NW .....	8-7	.....	1	1	1	1	1	2	1	9	8	110
Blake, North Capitol Street, between K and L Streets NW .....	1	1	1	1	1	1	1	1	.....	7	2	8
Brookland, Brookland, D. C. ....	1	1	1	1	1	1	1	1	1	11	3	12
Eckington, First and Quiney Streets NE	1	.....	1	1	1	1	1	2	1	9	8	110
Emery, Lincoln Avenue and Prospect Street NE .....	2	3	2	2	2	2	2	2	1	18	16	119
Gage, Second Street, above U Street NW .....	1	1	2	2	2	2	2	2	1	15	12	116
Gales, First and G Streets NW .....	1	1	1	1	2	1	2	1	1	10	5	12
Langdon, Langdon .....	1	1	1	1	1	1	1	2	1	10	3	10
Seaton, I Street, between Second and Third Streets NW .....	1	1	1	1	1	1	2	2	2	12	12	11
Total number of schools:												
1911 .....	9	9	11	13	11	12	13	15	8	101	98	106
1910 .....	9	9	11	13	11	11	12	14	7	97	98	100

<sup>1</sup> Includes assistant kindergarten teacher.

<sup>2</sup> One room vacant.

<sup>3</sup> One room used for cooking-sewing classes.

<sup>4</sup> One room in basement occupied by third grade.

<sup>5</sup> Two rooms used by ungraded class not counted in this table.

<sup>6</sup> Four practice schools under the supervision of two normal teachers.

<sup>7</sup> Includes three practice teachers of the normal school, two grade and one kindergarten practice teacher. There are no assistant kindergarten teachers in the two kindergartens in this building.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Arthur .....	Furnace ..	Excellent ..	Good .....	Excellent ..	Excellent ..	Excellent ..	Owned ..
Blake .....	do ..	do ..	do .....	do ..	do ..	Small ..	Do.
Brookland .....	Steam ..	do <sup>1</sup> ..	do .....	do ..	do ..	Insufficient ..	Do.
Eckington .....	Furnace ..	do ..	Excellent ..	do ..	do ..	do ..	Do.
Emery .....	Steam ..	do <sup>1</sup> ..	Fair .....	do ..	do ..	do ..	Do.
Gage .....	Furnace ..	do ..	Excellent ..	do ..	Good ..	Small ..	Do.
Gales .....	Steam ..	do ..	do .....	do ..	Fair ..	Parking ..	Do.
Langdon .....	Furnace ..	do ..	do .....	do ..	Excellent ..	Ample ..	Do.
Seaton .....	Steam ..	do ..	Fair .....	do ..	Good ..	Good ..	Do.
Brookland Manual Training, Bunker Hill Road, <sup>3</sup> .....	Stoves ..	Fair .....	Poor .....	Poor ..	None ..	None ..	Rented.

<sup>1</sup> Except in four rooms.

<sup>2</sup> Inconvenient access to one playroom.

<sup>3</sup> Used for manual training.

## FIFTH DIVISION—Continued.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Arthur.....	2	2	1, 2
Eckington.....	2	0	1, 2
Emery.....	4	2	1, 1, 2, 2
Gage.....	4	4	1, 1, 2, 2
Gales.....	2	0	1, 2
Langdon.....	2	0	1, 2
Total.....	16	8	.....

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
									1911	1910
Eighth.....	9	9	396	352	359	282	308	269	44.0	39.8
Seventh.....	9	9	387	416	360	351	337	332	43.0	40.0
Sixth.....	11	11	456	480	394	408	368	385	41.4	35.8
Fifth.....	13	13	502	577	457	451	431	425	38.6	35.1
Fourth.....	11	11	478	475	430	446	402	398	43.4	39.0
Third.....	12	11	460	483	411	397	386	398	38.3	34.2
Second.....	13	12	508	492	450	400	421	374	39.0	34.6
First.....	15	14	622	658	564	539	520	495	41.4	37.6
Total.....	93	90	3,809	3,933	3,425	3,274	3,173	3,076	40.9	36.8
Kindergarten.....	8	7	322	300	229	215	209	190	40.2	28.6
Total.....	101	97	4,131	4,233	3,654	3,489	3,382	3,266	40.9	36.0

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attendance, 1910-11.	Cases of tardiness.		Tardi- ness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.5	142	126	6	3.0	4.0
October.....	94.4	544	453	12	40.5	15.0
November.....	94.1	661	472	31	37.0	44.0
December.....	92.1	639	538	63	51.0	54.0
January.....	92.9	601	575	25	79.5	102.5
February.....	92.3	423	454	23	18.5	80.5
March.....	93.0	518	405	22	23.0	79.0
April.....	92.6	336	468	6	34.0	37.0
May.....	93.1	446	530	11	18.0	16.5
June.....	95.8	234	225	10	15.0	35.0
Total.....	93.3	4,544	4,246	209	319.5	467.5

## FIFTH DIVISION—Continued

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	70
Other normal schools.....	6
Colleges.....	1
Kindergartens.....	14
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	9
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	<sup>1</sup> 106

## SIXTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Number of teachers.
Benning, Benning.....	8-7	.....	6-5	.....	4-3	.....	1	1	.....	5	28	5
Blair, 1 Street between Sixth and Seventh Streets NE.....	1	1	1	1	1	1	1	1	1	9	8	<sup>1</sup> 10
Blow, Nineteenth Street and Benning Road NE.....	1	1	1	1	1	1	1	1	1	7	48	7
Hamilton, Bladensburg Road.....	1	6-5	.....	4-3	.....	2-1	1	1	.....	3	24	3
Hayes, Fifth and K Streets NE.....	1	1	1	1	1	1	1	2	.....	9	8	9
Kenilworth, Kenilworth.....	8-7	.....	6-5	.....	4-3	.....	2-1	1	.....	4	4	4
Ludlow, G and Sixth Streets NE.....	1	1	1	1	1	1	1	1	.....	8	8	8
Madison, Tenth and G Streets NE.....	1	1	1	1	1	2	1	1	.....	8	8	8
Pierce, G and Fourteenth Streets NE.....	1	1	1	1	1	1	2	1	1	9	8	<sup>1</sup> 10
Taylor, Seventh Street, near G, NE.....	1	1	1	1	1	1	1	1	1	9	8	<sup>1</sup> 10
Webb, Fifteenth and Rosedale Streets NE.....	1	1	.....	1	1	1	1	2	1	9	8	<sup>1</sup> 10
Wheatley and portables, Twelfth and N Streets NE.....	1	1	1	1	1	1	1	1	1	11	8	<sup>1</sup> 12
Total number of schools:												
1911.....	10	8	12	9	13	9	14	11	5	91	90	96
1910.....	10	9	12	9	13	9	13	10	5	90	84	95

<sup>1</sup> Includes three practice teachers of the normal school.<sup>2</sup> One room used for manual training, one for cooking, and one for cutting and fitting.<sup>3</sup> Includes assistant kindergarten teacher.<sup>4</sup> One room vacant.<sup>5</sup> One room used for manual training.

## SIXTH DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Benning.....	Steam.....	Fair.....	Fair.....	Poor.....	Excellent.....	Good.....	Owned.....
Blair.....	Furnace.....	Excellent.....	Good.....	Excellent.....	do.....	Ample.....	Do.....
Blow.....	do.....	do.....	Excellent.....	do.....	do.....	Excellent.....	Do.....
Hamilton.....	Stoves.....	Good.....	None.....	Poor.....	None.....	Good.....	Do.....
Hayes.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Boys', fair; girls', small.	Do.....
Kenilworth.....	do.....	do.....	do.....	Poor.....	do.....	Good.....	Do.....
Ludlow.....	do.....	do.....	do.....	Excellent.....	do.....	Excellent.....	Do.....
Madison.....	do.....	do.....	Fair.....	do.....	do.....	Small.....	Do.....
Pierce.....	do.....	do.....	do.....	do.....	do.....	Boys', very small; girls', small.	Do.....
Taylor.....	do.....	do.....	do.....	do.....	do.....	Small.....	Do.....
Webb.....	do.....	do.....	Excellent.....	do.....	do.....	Ample.....	Do.....
Wheatley.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.....
Wheatley portable No. 1.....	do.....	Good.....	Fair.....	None.....	None.....	None.....	Do.....
Wheatley portable No. 2.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.....
1338 H Street NE <sup>1</sup> .....	Stove.....	do.....	do.....	Fair.....	do.....	Small.....	Rented.....
Northeast Industrial <sup>2</sup> .....	Furnace.....	do.....	Poor.....	do.....	do.....	Ample.....	Do.....

<sup>1</sup> Used for cooking school.<sup>2</sup> Used for manual training, cooking, and cutting and fitting.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Blair.....	2	2	1,2
Hayes.....	2	2	1,1
Madison.....		2	
Pierce.....	2	2	1,2
Taylor.....	2	2	1,1
Webb.....	2	2	1,2
Wheatley.....	2	4	1,2
Total.....	12	14	.....

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	10	10	329	306	281	253	269	229	32.9	28.1
Seventh.....	8	9	324	341	286	304	269	286	40.5	35.7
Sixth.....	12	12	393	390	315	338	329	329	32.7	26.2
Fifth.....	9	9	438	384	389	349	361	328	48.6	43.2
Fourth.....	13	13	441	495	432	442	370	380	33.9	33.2
Third.....	9	9	422	429	385	371	362	351	49.1	42.7
Second.....	14	13	426	412	376	357	353	372	30.4	26.8
First.....	11	10	483	486	422	407	384	371	43.9	38.3
Total.....	86	85	3,256	3,243	2,886	2,821	2,697	2,646	37.8	33.5
Kindergarten.....	5	5	204	196	157	149	139	135	40.8	31.4
Total.....	91	90	3,460	3,439	3,043	2,970	2,836	2,781	38.0	33.4

## SIXTH DIVISION—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attendance 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.8	70	90	3	25.0	1.0
October.....	95.0	288	359	6	69.5	58.0
November.....	93.9	374	363	11	44.0	31.5
December.....	92.0	396	403	33	23.0	49.5
January.....	92.5	412	463	19	16.0	72.0
February.....	92.4	328	339	3	16.0	51.5
March.....	93.1	392	327	9	36.0	48.0
April.....	91.7	246	371	8	15.0	50.5
May.....	91.5	413	483	5	31.5	44.0
June.....	94.°	227	196	6	27.0	15.0
Total.....	93.2	3,146	3,394	103	303.0	421.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1 .....	63
Other normal schools .....	9
Colleges .....	1
Kindergartens .....	10
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses .....	6
Elementary education plus irregular or incomplete advanced courses .....	7
Total.....	96

## SEVENTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.<sup>1</sup>*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Brent, Third and D Streets SE.....	1	1	1	1	1	1	1	1	....	8	8	8
Carbery, Fifth, between D and E Streets NE.....	1	1	1	1	1	1	1	1	1	9	8	10
Dent, Second Street and South Carolina Avenue SE.....	1	1	1	1	1	1	1	2	1	9	8	10
Edmonds, Ninth and D Streets NE.....	1	1	1	1	1	2	1	1	....	9	8	9
Hilton, Sixth Street, between B and C Streets NE.....	1	1	1	1	1	1	2	2	....	10	8	10
Maury, B Street, between Twelfth and Thirteenth Streets NE }.....	1	1	1	1	1	1	1	1	....	9	8	9
Peabody, Fifth and C Streets NE.....	1	2	3	2	2	1	1	1	1	14	12	15
Towers, Eighth and C Streets SE.....	1	1	1	1	1	1	2	2	....	10	8	10
Wallach, D Street, between Seventh and Eighth Streets SE.....	1	1	2	2	3	2	1	1	1	14	14	15
Total number of schools:												
1911.....	8	10	12	11	12	11	12	12	4	92	82	96
1910.....	8	10	12	11	12	11	12	12	4	92	82	96

<sup>1</sup> Includes assistant kindergarten teacher.

## SEVENTH DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
Brent.....	Furnace.....	Excellent	Good.....	Excellent	Small.....	Ample.....	Owned.
Carbery.....	do.....	do.....	do.....	do.....	Fair.....	Small.....	Do.
Dent.....	do.....	do.....	Excellent	do.....	Small.....	Ample.....	Do.
Edmonds.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
French.....	do.....	do.....	do.....	do.....	None.....	None.....	Do.
Hilton.....	do.....	do.....	do.....	do.....	Small.....	Small.....	Do.
Maury.....	do.....	do.....	Good.....	do.....	do.....	Fair.....	Do.
Peabody.....	Steam.....	do.....	do.....	do.....	do.....	Small.....	Do.
Towers.....	Furnace.....	do.....	do.....	do.....	do.....	Ample.....	Do.
Wallach.....	Steam.....	do.....	do.....	Fair.....	do.....	do.....	Do.
646 Massachusetts Avenue NE. <sup>1</sup>	Stoves.....	Good.....	Fair.....	do.....	None.....	None.....	Rented.

<sup>1</sup> Used for manual training, cooking, and cutting and fitting.<sup>2</sup> Used for manual training and cooking.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Carbery.....	2	2	1,2
Dent.....	2	2	1,2
Edmonds.....	2	2	1,2
Hilton.....	4	4	1,1,2,2
Maury.....	2	2	1,1-2
Peabody.....	2	2	1,2
Towers.....	4	4	1,1,2,2
Total.....	18	18	.....

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	322	347	282	300	270	286	40.2	35.2
Seventh.....	10	10	471	437	400	372	381	353	47.1	40.0
Sixth.....	12	12	513	555	464	486	438	460	42.7	38.6
Fifth.....	11	11	466	517	443	448	419	419	42.3	40.2
Fourth.....	12	12	475	500	424	454	401	428	39.5	35.3
Third.....	11	11	453	455	415	408	394	387	41.1	37.7
Second.....	12	12	472	443	409	437	387	408	39.3	34.0
First.....	12	12	526	543	474	429	439	395	43.8	39.5
Total.....	88	88	3,698	3,797	3,311	3,334	3,129	3,136	42.0	37.6
Kindergarten.....	4	4	187	169	132	137	116	121	44.2	33.0
Total.....	92	92	3,885	3,966	3,443	3,471	3,245	3,257	42.2	37.4

## SEVENTH DIVISION—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month	Percent- age of attendance, 1910-11	Cases of tardiness.		Tardi- ness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September	97.8	46	57	7	4.0	34.0
October	95.8	218	226	14	51.5	55.0
November	94.7	287	288	15	60.0	31.0
December	92.8	255	276	28	18.5	36.0
January	93.2	265	394	18	14.0	32.5
February	93.0	186	231	14	21.5	72.5
March	94.1	217	260	14	24.0	54.5
April	92.8	163	222	19	20.0	37.0
May	93.2	234	277	11	21.0	30.0
June	94.3	124	112	6	.5	13.5
Total	94.1	1,995	2,343	156	235.0	396.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1	66
Other normal schools	4
Colleges	2
Kindergartens	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses	11
Elementary education plus irregular or incomplete advanced courses	5
Total	96

## EIGHTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Amidon, Sixth and F Streets SW	1	1	1	1	1	2	2	2	...	10	8	10
Bowen, Sales J., Third and K Streets SW	1	1	1	1	2	1	1	2	...	9	8	9
Bradley, Linworth Place SW	1	1	1	1	1	1	1	2	...	9	8	9
Greenleaf, Four-and-a-half Street, between M and N Streets SW												
Jefferson, Sixth and D Streets SW	2	3	3	3	2	1	1	3	1	19	120	220
Potomac, Tenth and E Streets SW <sup>3</sup>					1	1	1	1	1	5	48	6
Smallwood, I Street, between Third and Four-and-a-half Streets SW	1	1	1	1	1	1	1	1	1	9	8	19
Van Ness, Fourth and M Streets SE				1	1	1	1	2	1	10	8	21
Total number of schools:												
1911	5	6	9	10	11	10	11	15	4	81	76	85
1910	5	6	9	10	11	13	11	14	3	82	73	85

<sup>1</sup> One room used as office of supervising principal and one room as cooking school and one for cutting and fitting.

<sup>2</sup> Includes assistant kindergarten teacher.

<sup>3</sup> New building; old one abandoned.

<sup>4</sup> One room used for cutting and fitting and two rooms vacant.

## EIGHTH DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Amidon.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Small.....	Owned.....
Bowen, Sayles J.....	Steam.....	Insufficient.....	do.....	do.....	Good.....	Excellent.....	Do.....
Bradley.....	Furnace.....	Excellent.....	Good.....	do.....	Small.....	Small.....	Do.....
Greenleaf.....	do.....	do.....	Excellent.....	Good.....	do.....	do.....	Do.....
Jefferson.....	Steam.....	do.....	Fair.....	Excellent.....	Excellent.....	Excellent.....	Do.....
Potomac <sup>1</sup> .....	Furnace.....	do.....	Excellent.....	do.....	do.....	do.....	Do.....
Smallwood.....	do.....	do.....	Good.....	New clos-ets.....	Small.....	Small.....	Do.....
Van Ness.....	do.....	do.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Do.....

<sup>1</sup> Eight rooms insufficient.<sup>2</sup> New building; old one abandoned.TABLE III.—*Half-day schools.*

Buildings	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Amidon.....	4	4	1,1,2,2
Bowen, Sayles J.....	2	.....	1,1
Bradley.....	2	4	1,1
Greenleaf.....	4	4	1,1,2,2
Jefferson.....	4	4	1,1,1,2
Smallwood.....	2	4	1,2
Van Ness.....	4	2	1,1-2,2,2
Total.....	22	22	.....

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	5	5	204	187	184	160	174	153	40.8	36.8
Seventh.....	6	6	238	218	203	229	231	218	39.6	33.8
Sixth.....	9	9	371	357	274	302	302	280	41.2	30.4
Fifth.....	10	10	454	473	381	391	398	356	45.4	38.1
Fourth.....	11	11	490	479	410	423	359	396	44.5	37.2
Third.....	10	13	418	508	380	446	394	414	41.8	38.0
Second.....	11	11	445	383	374	345	423	320	40.4	34.0
First.....	15	14	634	614	549	529	473	482	42.2	36.6
Total.....	77	79	3,254	3,219	2,755	2,825	2,758	2,619	42.2	35.7
Kindergarten.....	4	3	175	135	111	87	110	77	43.7	27.7
Total.....	81	82	3,429	3,354	2,866	2,912	2,868	2,696	42.3	35.3

## EIGHTH DIVISION—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	96.9	65	55	1	11.0	18.0
October.....	92.6	287	263	3	49.5	37.5
November.....	93.8	398	289	4	51.0	42.5
December.....	91.6	365	284	46	40.5	38.5
January.....	92.4	341	405	10	44.0	97.0
February.....	92.1	212	278	2	34.0	85.5
March.....	92.3	295	208	17	42.5	110.0
April.....	90.9	203	234	3	7.0	53.5
May.....	92.1	274	255	8	33.0	39.0
June.....	93.0	165	146	9	19.0	19.0
Total.....	92.6	2,605	2,417	103	331.5	540.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	60
Other normal schools.....	7
Colleges.....	1
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools with or without advanced courses.....	3
Elementary education plus irregular or incomplete advanced courses.....	6
Total.....	85

## NINTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Bryan, Thirteenth and B Streets SE.....	1	1	1	2	2	1	2	2	1	13	12	14
Buchanan, E Street between Thirteenth and Fourteenth Streets SE.....	1	1	1	1	1	1	1	1	1	9	8	10
Congress Heights and Annex, Congress Heights.....	1	1	1	1	1	{ 1 3-2 }	1	2	...	10	2	10
Cranch, Twelfth and G Streets SE.....	1	1	1	1	1	1	1	2	...	9	8	9
Ketcham, Adams Street between Jackson and Harrison Streets, Anacostia.....	1	1	1	1	1	1	1	2	...	8	8	9
Lenox, Fifth Street between G Street and Virginia Avenue SE.....	1	1	1	1	1	1	1	1	1	8	8	8
Orr and portable, Twining City.....	8-7	1	1	1	1	1	1	1	1	8	5	6
Stanton, Hamilton Road, Good Hope.....	8-7	6-5	5-4	4-3	4-3	2-1	2-1	2-1	2-1	4	4	4
Tyler, Eleventh Street between G and I Streets SE.....	1	1	1	1	1	2	1	2	1	9	8	10
Van Buren, Jefferson Street, Anacostia.....	1	1	1	1	1	1	1	2	...	7	8	7
Van Buren Annex, Washington Street, Anacostia.....	1	1	1	1	1	1	1	2	...	1	4	6
Total number of schools:												
1911.....	8	6	10	10	10	11	11	14	4	84	85	88
1910.....	8	7	9	10	10	10	13	12	4	83	83	87

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Two rooms in annex.<sup>3</sup> Includes room in portable school.<sup>4</sup> One room used for manual training, one for cooking, one for cutting and fitting, and two vacant.

## NINTH DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila- tion.	Water- closets.	Play- rooms.	Yards.	Owned or rented.
Bryan.....	Furnace.....	Good.....	Excellent.....	Excellent.....	Excellent.....	Fair.....	Owned.
Buchanan.....	do.....	do.....	Good.....	do.....	Good.....	Good.....	Do
Congress Heights.....	do.....	do.....	Fair.....	Poor <sup>1</sup> .....	None.....	Excellent.....	Do
Congress Heights Annex.....	Stove.....	Fair.....	Poor.....	None.....	do.....	do.....	Do
Cranch.....	Steam.....	Good.....	Fair.....	Excellent.....	Good.....	Small.....	Do
Ketcham.....	Furnace.....	do.....	Excellent.....	do.....	do.....	Good.....	Do
Lenox.....	do.....	do.....	Good.....	do.....	do.....	Small.....	Do
Orr.....	do.....	do.....	do.....	do.....	do.....	Good.....	Do
Orr portable.....	do.....	do.....	do.....	do.....	do.....	do.....	Do
Stanton.....	Furnace.....	Good.....	Good.....	Poor <sup>1</sup> .....	Good.....	Good.....	Do
Tyler.....	do.....	do.....	do.....	Excellent.....	do.....	Small.....	Do
Van Buren.....	do.....	do.....	do.....	do.....	do.....	Fair.....	Do
Van Buren Annex.....	Stoves.....	Fair.....	do.....	do.....	None.....	Parking.....	Do

<sup>1</sup> Indicates outdoor closets.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Bryan.....	2	2	1,1
Buchanan.....	2	2	1,2
Cranch.....	2	2	1,1
Lenox.....	2	2	2
Orr.....	2	2	1,2
Tyler.....	2	2	1,1
Total.....	10	10	.....

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	8	8	248	265	186	198	178	188	30.2	23.2
Seventh.....	6	7	313	326	247	257	231	221	52.1	41.1
Sixth.....	10	9	368	382	342	302	302	303	36.8	34.2
Fifth.....	10	10	464	460	409	383	398	385	46.4	40.9
Fourth.....	10	10	443	454	384	373	359	360	44.3	38.4
Third.....	11	10	456	461	423	412	394	389	41.4	38.4
Second.....	11	13	519	529	456	419	423	391	47.1	41.4
First.....	14	12	596	596	521	511	473	467	42.5	37.2
Total.....	80	79	3,407	3,473	2,968	2,855	2,758	2,704	42.5	37.1
Kindergarten.....	4	4	165	170	126	110	110	97	41.2	31.5
Total.....	84	83	3,572	3,643	3,094	2,965	2,868	2,801	42.5	36.8

## NINTH DIVISION—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	96.8	77	62	3	16.0	17.0
October.....	94.7	312	342	23	32.0	56.0
November.....	90.5	473	331	24	44.0	29.5
December.....	90.8	498	404	54	47.0	12.5
January.....	92.3	412	507	30	9.5	57.0
February.....	91.9	360	318	36	13.5	31.0
March.....	93.8	429	333	38	24.0	45.5
April.....	92.3	249	308	26	18.0	40.0
May.....	91.8	486	488	52	14.0	33.5
June.....	93.3	273	219	46	14.5	23.5
Total.....	92.8	3,569	3,312	332	232.5	345.5

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	63
Other normal schools.....	4
Colleges.....	4
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	7
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	88

## UNGRADED SCHOOLS, 1-9 DIVISIONS.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Atypical:												
25 Fifth Street SE.....										2	2	2
1322 Maryland Avenue NE.....										1	1	1
3233 N Street NW.....										1	1	1
625 Q Street NW.....										3	1	3
\$10 Sixth Street NW.....										3	3	3
Incorrigible:												
Gales, First and G Streets NW.....										1	(1)	1
Hyde, O Street between Thirty-second and Thirty-third Streets NW.....										1	(1)	2
605 P Street NW.....										1	1	2
Total number of schools:										13	11	16
1911.....										13	12	15
1910.....										12	9	15

<sup>1</sup> Room counted in with building elsewhere.<sup>2</sup> Includes typewriting teacher.

## UNGRADED SCHOOLS, 1-9 DIVISIONS—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila- tion.	Water- closets.	Play rooms.	Yards.	Owned or rented.
<b>Atypical:</b> 25 Fifth Street SE. 1322 Maryland Avenue NE. 3233 N Street NW. 625 Q Street NW Latrobe and stove. 810 Sixth Street SW.	Latrobes. Furnace. Furnace and la- trobres. Latrobe and stove. Steam.	Good..... do..... Fair..... do..... Good..... Good.....	Fair..... do..... Poor..... Good..... Poor..... Fair.....	Fair..... Good..... Poor..... Good..... Small..... None.....	None..... do..... do..... do..... Good..... None.....	Small..... do..... Good..... None..... Good..... None.....	Rented. Do. Do. Do. Do.
<b>Ungraded:</b> Gales..... Hyde..... 605 P Street NW	(1) (2) Furnace...	Poor..... Good..... Good.....	(1) Poor..... Good.....	(1) (2) Fair.....	(1) (2) None.....	(1) (2) None.....	(1) (2) Rented.

<sup>1</sup> See Table II, fifth division.<sup>2</sup> See Table II, first division.TABLE III.—*Half-day schools.*

Building.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
None.....			

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enroll- ment. <sup>1</sup>		Average enrollment. <sup>1</sup>		Average daily attendance. <sup>1</sup>		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enroll- ment.	Based on average enroll- ment.
Eighth.....										
Seventh.....										
Sixth.....										
Fifth.....										
Fourth.....										
Third.....										
Second.....										
First.....										
Total.....	13	12	307	254	179	156	162	143	23.4	13.7
Kindergarten.....										
Total.....	13	12	307	254	179	156	162	143	23.4	13.7

<sup>1</sup> Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

## UNGRADED SCHOOLS, 1-9 DIVISIONS—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month	Percent- age of attend- ance 1910-11	Cases of tardiness.		Tardi- ness of teachers, 1910-11	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	93.2	5	6	.....	16.0	.....
October.....	89.9	36	31	5	21.0	.....
November.....	90.6	57	57	5	21.0	1.0
December.....	90.1	55	73	6	8.0	2.0
January.....	89.7	85	79	3	.....	.....
February.....	89.4	71	46	.....	1.0	.....
March.....	90.2	45	21	4	.....	1.0
April.....	88.5	24	39	.....	3.0	.....
May.....	90.4	65	38	2	.....	.....
June.....	93.4	40	25	.....	.....	2.0
Total.....	90.3	483	415	25	70.0	6.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 1.....	2
Other normal schools.....	6
Colleges.....	3
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates from academies or high schools with or without advanced courses.....	2
Elementary education plus irregular or incomplete advanced courses.....	3
Total.....	16

NOTE.—Nearly all the teachers of atypical and ungraded classes have attended schools for the training of teachers of subnormal children or have had teaching experience in institutional work.

## TENTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Briggs, Twenty-second and E Streets NW.	1			1	1	2	2	3	1	11	8	12
Chain Bridge Road, Chain Bridge Road.				4-1						1	1	1
Magruder, M Street between Sixteenth and Seventeenth Streets NW.					2	2	2	2	1	9	8	7
Miner, Seventeenth and Church Streets NW.	1	2	2	1	1	1	1	2	1	12	10	12
Montgomery, Twenty-seventh Street between I and K Streets NW.	1	1	1	1	1	1	1	1	1	9	8	10
Phillips N Street between Twenty-seventh and Twenty-eighth Streets NW.			1	1	2	1	2	2	1	10	8	11
Reno, Howard Avenue near Fort Reno.	8-5			4-3			1	1		4	4	4
Stevens, Twenty-first Street between K and L Streets NW.	1	2	2	2	3	2	2	3	1	18	20	19
Sumner, M and Seventeenth Streets NW.	1	1	1	2						5	10	5
Wilson, Seventeenth Street between Euclid Street and Kalorama Road NW.	8-7		1	1	4-3	1	1	2-1	1	9	8	9
Wilson Annex, 2412 Seventeenth Street NW.												
Wormley, Prospect Street between Thirty-third and Thirty-fourth Streets NW.			1	1	1	2	1	2		9	8	9
Total number of schools:												
1911.....	7	7	9	10	15	12	14	17	7	98	94	101
1910.....	7	9	7	11	13	15	14	17	7	100	94	105

<sup>1</sup> Includes assistant kindergarten teacher.<sup>2</sup> Five practice schools under the supervision of three normal teachers.<sup>3</sup> One room used by kindergarten training teacher of the normal school.<sup>4</sup> Includes three normal practice teachers and one kindergarten practice teacher of the normal school.

There is no kindergarten assistant teacher in this building.

<sup>5</sup> One school housed in the assembly hall.<sup>6</sup> No kindergarten assistant teacher in this building.<sup>7</sup> One room used for manual training, one room used for cooking school, and one for ungraded class.<sup>8</sup> Four rooms used by normal school and one room used for library for teachers.TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Briggs.....	Furnace.....	Excellent.....	Poor <sup>1</sup> .....	Excellent.....	Excellent.....	Small.....	Owned.....
Chain Bridge Road.....	Stoves.....	do.....	Poor.....	None.....	Good.....	Do.....	Do.....
Magruder.....	Furnace.....	do.....	Good <sup>2</sup> .....	Excellent.....	Ample.....	Do.....	Rented.....
Miner <sup>3</sup> .....	do.....	Good.....	Fair.....	do.....	Good.....	Small.....	Rented.....
Montgomery.....	do.....	Excellent.....	Excellent.....	do.....	Excellent.....	Ample.....	Owned.....
Phillips.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.....
Reno.....	do.....	do.....	do.....	do.....	do.....	Excellent.....	Do.....
Stevens.....	Steam.....	do.....	do.....	do.....	do.....	Extremely small.....	Do.....
Sumner.....	do.....	do.....	Poor <sup>1</sup> .....	do.....	Poor.....	Ample.....	Do.....
Wilson.....	Furnace.....	do.....	Fair <sup>1</sup> .....	Good.....	Excellent.....	Poor.....	Rented.....
Wilson Annex (2412 Seventeenth Street). <sup>4</sup>	Stove.....	Poor.....	Poor.....	Poor.....	None.....	None.....	Do.....
Wormley.....	Furnace.....	Excellent.....	Excellent.....	Excellent.....	Excellent.....	Limited.....	Owned.....
1606 M Street NW. <sup>5</sup>	Steam.....	Fair.....	Fair.....	Good.....	None.....	None.....	Rented.....
St. Luke's Parish Hall, Fifteenth and Church Streets. <sup>6</sup>	Stoves.....	do.....	do.....	do.....	do.....	do.....	Do.....
1120 Twentieth Street NW. <sup>7</sup>	do.....	Poor.....	Poor.....	Fair.....	do.....	do.....	Do.....

<sup>1</sup> A fan is needed.<sup>2</sup> Provision has been made for new ventilating plant.<sup>3</sup> Used by graded schools.<sup>4</sup> Used by kindergarten.<sup>5</sup> Used by cutting and fitting classes.<sup>6</sup> Used by an atypical school.<sup>7</sup> Used for cooking school.

## TENTH DIVISION—Continued.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Briggs.....	4	6	1, 1, 2, 2
Magruder.....	4	4	1, 1, 2, 2
Miner.....	2	2	1, 2
Montgomery.....	2	2	1, 2
Phillips.....	4	4	1, 1, 2, 2
Stevens.....	2	6	1, 2
Wilson.....	2	4	1, 1-2
Wormley.....	2	2	1, 1
Total.....	22	30	.....

No half-day schools above second grade in 1911.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....	7	7	218	243	193	215	186	208	31.1	27.5
Seventh.....	7	9	314	293	270	245	258	244	44.8	38.5
Sixth.....	9	7	393	351	308	303	293	249	43.6	34.2
Fifth.....	10	11	470	468	392	366	372	365	47.0	39.2
Fourth.....	15	13	524	530	455	452	430	411	34.9	30.3
Third.....	12	15	540	529	469	506	443	483	45.0	39.0
Second.....	14	14	479	562	426	513	415	487	34.2	30.4
First.....	17	17	762	766	696	560	604	557	44.8	40.9
Total.....	91	93	3,700	3,742	3,209	3,160	3,001	3,004	40.6	35.2
Kindergarten.....	7	7	324	363	237	239	217	218	46.2	33.8
Total.....	98	100	4,024	4,105	3,446	3,399	3,218	3,222	41.4	35.1

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11.	Cases of tardiness.		Tardi- ness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.7	56	58	.....	29.0	45.5
October.....	95.6	288	324	3	67.0	84.0
November.....	94.6	347	327	9	36.5	58.0
December.....	94.2	321	326	18	48.0	47.0
January.....	94.3	327	318	8	27.0	60.0
February.....	93.1	297	247	6	20.0	58.0
March.....	93.1	331	259	4	26.5	55.5
April.....	93.6	253	261	3	7.5	64.5
May.....	94.3	280	284	10	4.5	58.0
June.....	95.0	124	95	5	5.0	44.5
Total.....	94.4	2,624	2,499	66	271.0	575.9

## TENTH DIVISION—Continued.

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	75
Other normal schools.....	3
Colleges.....	1
Kindergartens.....	11
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	7
Total.....	101

## ELEVENTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Bruce, Kenyon Street between Georgia and Sherman Avenues NW.....	8-7	.....	6-5	.....	1	1	1	1	1	7	28	8
Bunker Hill Road, Bunker Hill Road.....			6-3	.....						2	2	2
Cook, O Street between Fourth and Fifth Streets NW.....	1	1	1	1	1	1	2	2	1	10	10	10
Cook annex, 410 O Street NW.....									1	1	1	2
Fort Slocum, and portable building, Blair Road.....										2	2	2
Garnet, and portable building, Tenth and U Streets NW.....			6-3	.....			2-1	.....		2	2	2
Garrison, and portable building, Twelfth Street between R and S Streets NW.....	1	1	1	1	2	1	2	3	1	13	13	15
Langston, P Street between North Capitol and First Streets NW.....			1	1	1	2	1	2	2	11	9	11
Military Road, Military Road near Brightwood.....									1	9	8	9
Military Road Annex, Rock Creek Ford Road.....	8-6	.....	5-3	.....						2	2	2
Mott, Fourth and Trumbull Streets NW, Orphans' Home, Eighth Street extended NW.....	1	1	2	2	3	3	3	4	1	20	16	21
Patterson, Vermont Avenue near U Street NW.....			7-4	.....		3-1	.....			2	2	2
Patterson Annex, Tenth and V Streets NW.....					1	1	1	2	2	10	8	10
Slater, P Street between North Capitol and First Streets NW.....	1	1	1	1	1	1	2	2	2	10	8	10
Total number of schools:												
1911.....	7	8	11	9	13	13	17	17	6	101	91	107
1910.....	7	8	9	11	11	16	15	19	5	101	89	106

<sup>1</sup> Includes four practice teachers of the normal school.<sup>2</sup> One room used by cooking school and one for cutting and fitting school.<sup>3</sup> Includes assistant kindergarten teacher.<sup>4</sup> Includes one room used for cooking and one room for manual training.<sup>5</sup> Includes one room in one portable school building.<sup>6</sup> Includes one room in portable school building and one room used for cooking school.

## ELEVENTH DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Bruce.....	Furnace...	Excellent.	Excellent.	Good....	Excellent.	Good....	Owned.
Bunker Hill Road.....	do.....	do.....	Good.....	Poor....	do....	do.....	Do.
Cook.....	Stove and furnace.	do.....	do.....	Good....	None....	None....	Do.
Cook Annex, 410 O Street NW.	Latrobe...	Fair.....	Fair.....	Fair.....	do.....	do.....	Rented.
Fort Slocum.....	Stoves....	Good.....	Poor.....	Poor.....	do.....	Good....	Owned.
Fort Slocum portable.	Furnace...	do.....	Good.....	do.....	do.....	do.....	Do.
Garnet.....	Steam....	Excellent.	Poor.....	Excellent.	Fair.....	Poor.....	Do.
Garnet portable.....	Furnace...	do.....	do.....	do.....	do.....	do.....	Do.
Garrison.....	do.....	do.....	Fair.....	do.....	Excellent.	Fair.....	Do.
Garrison portable.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.
Langston.....	do.....	Fair.....	Excellent.	do.....	do.....	Poor.....	Do.
Military Road.....	Stoves....	do.....	Poor.....	Poor.....	None....	Excellent.	Do.
Military Road Annex.....	do.....	do.....	do.....	do.....	do.....	Ample....	Do.
Mott.....	Furnace...	Excellent.	Excellent.	Excellent.	Good....	Fair.....	Do.
Orphans' Home.....	do.....	do.....	Fair.....	Good....	None....	Good....	(1)
Patterson.....	do.....	Good.....	do.....	Excellent.	Fair.....	Poor.....	Owned.
Patterson Annex, Seventh-day Adventists' Church.	do.....	do.....	Fair.....	Good....	None....	None....	Rented.
Slater.....	do.....	Excellent.	do.....	Excellent.	Fair.....	Poor.....	Owned.

<sup>1</sup> Neither owned nor rented.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Bruce.....	0	2	
Cook.....	4	4	1, 1, 2, 2
Garnet.....	4	4	1, 1, 1, 2
Garrison.....	4	4	1, 1, 2, 2
Langston.....	0	2	
Military Road.....	0	2	
Mott.....	6	4	1, 1, 1, 2, 2, 2
Patterson.....	4	4	1, 1, 2, 2
Slater.....	4	2	1, 1, 2, 2
Total.....	26	28	

No half-day schools above second grade in 1911.

## ELEVENTH DIVISION—Continued.

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
			1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
	1911	1910	1911	1910	1911	1910	1911	1910		
Eighth.....	7	7	272	281	242	260	233	231	38.8	34.5
Seventh.....	8	8	331	340	287	261	275	263	41.3	35.8
Sixth.....	11	9	339	371	306	309	292	308	30.8	27.8
Fifth.....	9	11	446	425	369	371	354	357	49.5	41.0
Fourth.....	13	11	596	494	517	434	493	411	45.8	39.7
Third.....	13	16	614	633	538	553	510	526	47.2	41.3
Second.....	17	15	629	627	546	542	523	546	37.0	32.1
First.....	17	19	926	889	738	699	685	656	54.4	43.4
Total.....	95	96	4,153	4,060	3,543	3,429	3,365	3,298	43.7	37.2
Kindergarten.....	6	5	341	247	242	185	221	171	56.8	40.3
Total.....	101	101	4,494	4,307	3,785	3,614	3,586	3,469	44.4	37.4

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	98.0	61	70	1	4.5	16.0
October.....	96.5	334	277	2	25.5	46.5
November.....	95.0	346	272	6	35.5	21.0
December.....	92.6	387	303	3	37.5	40.5
January.....	94.1	404	317	3	39.0	54.5
February.....	93.7	331	247	6	18.0	52.5
March.....	94.6	366	288	4	35.5	45.5
April.....	93.8	247	322	.....	35.0	45.0
May.....	94.7	238	321	2	62.5	24.5
June.....	95.4	164	175	1	21.0	13.0
Total.....	94.7	2,878	2,592	28	314.0	359.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	85
Other normal schools.....	4
Colleges.....	3
Kindergartens.....	12
Nongraduates of above courses, viz:	
Graduates from academies or high schools, with or without advanced courses.....	1
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	107

## TWELFTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Banneker, Third Street between K and L Streets NW.....	1	1	1	1	1	1	1	2	...	9	8	9
Burrville, Burrville.....										3	2	3
Deanwood, Deanwood.....	1	1	6-5	5-4	4-3	1	1	1	1	17	4	7
Douglass, First and Pierce Streets NW.....			1	1	1	2	1	1	1	8	8	29
Ivy City and portable, Ivy City.....	7-5		5-4		3-2		1			4	3	4
Jones, First and L Streets NW.....	1	1	1	1	2	1	1	1		9	8	9
Logan, Third and G Streets NE.....	1	1	1	1	1	1	1	2		9	8	9
Lovejoy, Twelfth and D Streets NE.....	1	1	1	1	2	2	3	2	1	14	12	15
Payne and portable, Fifteenth and C Streets SE.....			1	2	2	1	2	2	1	11	9	12
Simmons, Pierce Street between First Street and New Jersey Avenue NW.....				1	2	2	2	2	1	10	8	11
Smothers, near Benning.....	7-5		5-4							2	2	2
Smothers Annex, near Benning.....					3-2	2-1				2	2	2
Total number of schools:												
1911.....	5	7	7	11	12	13	14	15	4	88	74	92
1910.....	5	6	6	8	12	13	16	16	4	86	74	90

<sup>1</sup> 1 school housed in a room which is not a schoolroom.<sup>2</sup> Includes assistant kindergarten teacher.<sup>3</sup> Includes room in portable school building.TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play-rooms.	Yards.	Owned or rented.
Banneker.....	Furnace...	Excellent.	Excellent.	Excellent.	Damp.....	Poor.....	Owned.
Burrville.....	Stoves....	Fair.....	Poor.....	Poor.....	None.....	Fair.....	Do.
Deanwood.....	Furnace....	Excellent.	Good.....	do.....	Excellent.	Excellent.	Do.
Deanwood Annex, 4724 Sheriff Road.	Stoves....	Fair.....	Poor.....	do.....	None.....	Fair.....	Rented.
Douglass.....	Furnace....	Excellent.	Excellent.	Excellent.	Excellent.	Poor.....	Owned.
Ivy City.....	Stoves....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Ivy City portable.....	do.....	do.....	Fair.....	do.....	do.....	None.....	Do.
Jones.....	Furnace....	Excellent.	Good.....	Excellent.	Excellent.	Poor.....	Do.
Logan.....	do.....	do.....	do.....	do.....	Good.....	do.....	Do.
Lovejoy.....	do.....	do.....	Excellent.	In a de-quate.	Excellent.	Small.....	Do.
Payne.....	do.....	do.....	do.....	Excellent.	do.....	( <sup>1</sup> )	Do.
Payne portable.....	do.....	Good.....	Good.....	None.....	None.....	Small.....	Do.
Simmons.....	do.....	Excellent.	Excellent.	Excellent.	Good.....	Fair.....	Do.
Smothers.....	Stoves....	Good.....	Poor.....	Poor.....	None.....	do.....	Do.
Smothers Annex.....	do.....	do.....	do.....	do.....	do.....	do.....	Do.

<sup>1</sup> Boys', good; girls', small.

## TWELFTH DIVISION—Continued.

TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.
	1911	1910	
Banneker.....	2	4	1, 2
Burrville.....	2	2	1, 2
Deanwood.....	4	4	1, 2, 3, 4-5
Deanwood Annex.....	0	2	1-2, 2-3
Ivy City portable.....	2	2	1, 2
Jones.....	2	2	1, 1
Logan.....	2	2	1, 1
Lovejoy.....	4	4	1, 1, 1-2, 2
Lovejoy portable.....	0	2	1, 1, 2, 2
Payne.....	4	4	1, 1, 2, 2
Simmons.....	4	4	1, 1, 2, 2
Total.....	26	26	—

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
	—	—	—	—	—	—	—	—	—	—
Eighth.....	5	5	185	149	158	124	151	119	37.0	31.6
Seventh.....	7	6	218	201	205	174	1.8	166	31.1	29.2
Sixth.....	7	6	289	282	224	232	233	242	41.2	32.0
Fifth.....	11	8	451	393	401	315	385	300	41.0	36.4
Fourth.....	12	12	543	559	470	407	445	498	45.2	39.1
Third.....	13	13	570	602	504	532	476	488	43.8	38.7
Second.....	14	16	593	590	528	541	496	486	42.3	37.7
First.....	15	16	708	737	604	625	500	570	47.2	40.2
Total.....	84	82	3,557	3,513	3,094	3,010	2,914	2,869	42.3	36.8
Kindergarten.....	4	4	222	177	158	132	143	122	55.5	38.5
Total.....	88	86	3,779	3,690	3,252	3,142	3,057	2,991	42.9	36.9

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percentage of attendance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.8	76	61	1	3.0	24.0
October.....	95.6	279	290	6	19.5	57.5
November.....	94.1	285	353	3	25.0	68.0
December.....	91.0	339	360	11	17.5	36.0
January.....	90.4	292	330	6	30.5	67.0
February.....	93.5	207	237	3	16.5	55.5
March.....	93.7	292	236	2	17.5	10.5
April.....	92.6	225	210	1	12.5	16.0
May.....	93.3	278	137	7	41.5	18.0
June.....	94.5	175	120	5	10.0	9.5
Total.....	92.1	2,448	2,334	45	193.5	362.0

## TWELFTH DIVISION—Continued.

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	72
Other normal schools.....	2
Colleges.....	2
Kindergartens.....	8
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	4
Total.....	92

## THIRTEENTH DIVISION.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eighth grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Ambush, L Street between Sixth and Seventh Streets SW.....	1	1	1	1	1	1	1	2	...	8	8	8
Bell, First Street between B and C Streets SW.....	1	1	1	1	1	2	1	2	1	9	8	<sup>1</sup> 10
Bell Annex, 349 Maryland Avenue SW.....										2	2	2
Birney Nichols Avenue, Hillsdale.....	8-7	1	6-5 { 1 }		2			2	1	9	8	<sup>1</sup> 10
Birney Annex, Nichols Avenue, Hillsdale.....				1	1	2	2	1		6	4	6
Bowen, Ninth and E Streets SW.....		1		1	2	1	2	1	1	9	8	<sup>1</sup> 10
Cardozo I Street between Half and First Streets SW.....	1		1	1	1	1	3	2	...	10	8	10
Garfield, Garfield.....	8-7	7-6	6-5		1	1	1 { 2-1 }	1	1	9	12	<sup>1</sup> 10
Giddings, G Street between Third and Fourth Streets SE.....		1	1	1	1	1	1	3	1	10	8	<sup>1</sup> 11
Lincoln, Second and C Streets SE.....	1	1	1	1	2	1 { 3-2 }	2	1	...	11	12	11
Randall, First and I Streets SW.....	1		1	2	2	2	2	2	1	12	12	<sup>1</sup> 13
Syphax, Half Street between N and O Streets SW.....			1	1	1	2	1 { 2-1 }	2	1	10	8	<sup>1</sup> 10
Syphax Annex (Rehoboth Chapel).....					1					1	1	1
Total number of schools:												
1911.....	6	7	10	9	14	16	17	20	7	106	99	113
1910.....	6	6	10	10	15	15	17	21	6	106	97	112

<sup>1</sup>Includes assistant kindergarten teacher.<sup>2</sup>Three rooms vacant.<sup>2</sup>One room used for cooking school, one for cutting and fitting school, and one for ungraded class.<sup>4</sup>Includes one room used by cooking school and one room used by incorrigible school.

## THIRTEENTH DIVISION—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventilation.	Water-closets.	Play rooms.	Yards.	Owned or rented.
Ambush.....	Furnace.....	Excellent.....	Good.....	Excellent.....	Excellent.....	Small.....	Owned.
Bell.....	do.....	do.....	do.....	do.....	Fair.....	do.....	Do.
Bell Annex.....	do.....	Fair.....	Fair.....	Fair.....	None.....	do.....	Rented.
Birney.....	do.....	Excellent.....	Good.....	Good.....	Excellent.....	Ample.....	Owned.
Birney Annex.....	Stoves.....	Good.....	Poor.....	None.....	None.....	do.....	Do.
Bowen.....	Furnace.....	do.....	Good.....	Good.....	Excellent.....	Small.....	Do.
Cardozo.....	do.....	do.....	Excellent.....	do.....	do.....	do.....	Do.
Garfield.....	do.....	do.....	Poor.....	Poor.....	do.....	Excellent.....	Do.
Giddings.....	do.....	do.....	Good.....	Excellent.....	do.....	do.....	Do.
Hillsdale <sup>1</sup> .....	Stoves.....	Fair.....	Poor.....	Poor.....	None.....	Ample.....	Do.
Lincoln.....	Steam.....	do.....	Fair.....	Excellent.....	Fair.....	Small.....	Do.
McCormick <sup>1</sup> .....	Furnace.....	Good.....	do.....	Poor.....	None.....	Ample.....	Do.
Randall.....	do.....	Excellent.....	Good.....	Excellent.....	do.....	Small.....	Do.
Syphax.....	Steam.....	do.....	Excellent.....	do <sup>2</sup> .....	Good.....	do.....	Do.
Syphax Annex, Re-hoboth Chapel, First Street between N and O Streets SW. <sup>3</sup> .....	Furnace.....	do.....	Fair.....	Good.....	None.....	None.....	Rented.

<sup>1</sup> Used for manual training, cooking, and cutting and fitting classes.<sup>2</sup> But congested.<sup>3</sup> Used for graded school.TABLE III.—*Half-day schools.*

Buildings.	Half-day schools.		Grades of half-day schools, 1911.	Number above second grade, 1911.
	1911	1910		
Ambush.....	0	2		
Bell.....	2	6	1,1	1
Birney and Annex.....	6	4	1,1,1,2,2,3	
Bowen, Anthony.....	2	4	1,1	
Cardozo.....	4	4	1,1,2,2	
Giddings.....	4	4	1,1,1,2	
Lincoln.....	4	4	1,2,2,3	1
Randall.....	0	4		
Syphax.....	4	2	1,1,1-2,2	
Total.....	26	34		2

TABLE IV.—*Distribution of pupils, by grades, attendance, and average per teacher.*

Grade.	Schools.		Whole enrollment.		Average enrollment.		Average daily attendance.		Based on whole enrollment.	Based on average enrollment.
	1911	1910	1911	1910	1911	1910	1911	1910		
Eighth.....	6	6	208	204	158	169	151	164	34.6	26.3
Seventh.....	7	6	303	235	257	198	245	191	43.2	36.7
Sixth.....	10	10	336	394	289	308	274	295	36.3	28.9
Fifth.....	9	10	437	401	383	357	364	339	48.5	42.5
Fourth.....	14	15	564	546	468	454	439	430	40.2	33.4
Third.....	16	15	589	606	526	529	493	499	36.8	32.8
Second.....	17	17	591	641	513	554	486	520	34.7	30.1
First.....	20	21	947	921	778	730	720	685	47.3	38.9
Total.....	99	100	3,975	3,948	3,372	3,299	3,172	3,123	40.1	34.0
Kindergarten.....	7	6	367	291	250	211	221	192	52.4	35.7
Total.....	106	106	4,342	4,239	3,622	3,510	3,393	3,315	40.9	34.1

## THIRTEENTH DIVISION—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	97.5	49	55	2	12.5	30.0
October.....	95.4	225	263	4	57.5	16.0
November.....	94.1	274	214	8	64.0	14.0
December.....	91.7	234	241	32	27.0	22.0
January.....	93.1	250	224	4	12.0	27.0
February.....	93.2	225	154	7	51.0	37.0
March.....	93.5	232	192	4	33.0	37.0
April.....	92.7	152	228	2	8.5	58.0
May.....	93.8	184	193	8	13.0	19.0
June.....	94.9	87	84	2	15.0	15.0
Total.....	93.8	1,912	1,848	73	293.5	275.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	88
Other normal schools.....	3
Colleges.....	2
Kindergartens.....	14
Nongraduates of above courses, viz:	
Graduates of academies or high schools with or without advanced courses.....	4
Elementary education plus irregular or incomplete advanced courses.....	2
Total.....	113

## UNGRADED SCHOOLS—10-13 DIVISIONS.

TABLE I.—*Location of buildings and distribution of schools, by buildings.*

Schools and location.	Eight grade.	Seventh grade.	Sixth grade.	Fifth grade.	Fourth grade.	Third grade.	Second grade.	First grade.	Kindergarten.	Total.	Schoolrooms.	Teachers.
Atypical:												
Cardozo, I Street, between Half and First Streets SW.....										1	(1)	1
Langston, P Street, between North Capitol and First Streets NW.....										1	(1)	1
Lincoln, Second and C Streets SE.....										1	(1)	1
Mott, Sixth and Trumbull Streets NW. (old building). ....										1	1	1
St. Luke's Parish Hall, Fifteenth Street, near Church Street NW.....										1	1	1
Incorrigible:												
Mott, Sixth and Trumbull Streets NW. (old building). ....										1	1	1
Randall, First and I Streets SW.....										1	(1)	1
Stevens, Twenty-first Street, between K and L Streets NW.....										1	(1)	1
Total number of schools:										8	3	8
1911.....										8	3	8
1910.....										8	3	8

<sup>1</sup> Room counted in with building elsewhere.

## UNGRADED SCHOOLS—10-13 DIVISIONS—Continued.

TABLE II.—*Condition of buildings.*

Buildings.	How heated.	Light.	Ventila-tion.	Water-closets.	Play rooms.	Yards.	Owned or rented.
<b>Atypical:</b>							
Cardozo.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Langston.....	(3)	(2)	(2)	(2)	(2)	(2)	(2)
Lincoln.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Mott, Sixth and Trumbull Streets NW.	Stoves....	Fair.....	Poor.....	Excellent	None.....	Fair.....	Owned.....
St. Luke's Parish Hall.	(3)	(3)	(3)	(3)	(3)	(3)	(3)
<b>Incorrigible:</b>							
Mott, Sixth and Trumbull Streets NW.	(4)	(4)	(4)	(4)	(4)	(4)	(4)
Randall.....	(1)	(1)	(1)	(1)	(1)	(1)	(1)
Stevens.....	(3)	(3)	(3)	(3)	(3)	(3)	(3)

<sup>1</sup> See Table II, thirteenth division.<sup>2</sup> See Table II, eleventh division.<sup>3</sup> See Table II, tenth division.<sup>4</sup> See data above.TABLE III.—*Half-day schools.*

Building.	Half-day schools.		Grades of half-day 1911.
	1911	1910	
None.....			

TABLE IV.—*Distribution of pupils, by grades, attendance, and average number per teacher.*

Grade.	Schools.		Whole enrollment. <sup>1</sup>		Average enrollment. <sup>1</sup>		Average daily attendance. <sup>1</sup>		Average number of pupils per teacher, 1911.	
	1911	1910	1911	1910	1911	1910	1911	1910	Based on whole enrollment.	Based on average enrollment.
Eighth.....										
Seventh.....										
Sixth.....										
Fifth.....										
Fourth.....										
Third.....										
Second.....										
First.....										
Total.....	8	8	132	119	87	84	83	78	16.5	10.8
Kindergarten.....										
Total.....	8	8	132	119	87	84	83	78	16.5	10.8

<sup>1</sup> Not distributed among respective grades because of diversity in progress in studies varying widely from regular course.

## UNGRADED SCHOOLS—10-13 DIVISIONS—Continued.

TABLE V.—*Percentage of attendance, cases of tardiness of pupils, and absence and tardiness of teachers.*

Month.	Percent- age of attend- ance, 1910-11.	Cases of tardiness.		Tardiness of teachers, 1910-11.	Days' substitute service.	
		1910-11	1909-10		1910-11	1909-10
September.....	95.6	3	.....	.....	.....	.....
October.....	94.9	3	7	.....	.....	.....
November.....	95.8	1	2	.....	.....	.....
December.....	94.3	3	4	2	.....	11.0
January.....	95.5	5	7	.....	.....	.....
February.....	93.4	5	14	.....	2.5	2.0
March.....	96.1	3	9	.....	.....	.....
April.....	95.1	4	12	.....	.....	.....
May.....	94.6	1	5	.....	1.0	3.0
June.....	96.0	1	3	.....	1.0	1.0
Total.....	95.2	29	63	2	4.5	17.0

TABLE VI.—*Graduates from normal schools, colleges, kindergartens, and nongraduates.*

Washington Normal School No. 2.....	7
Other normal schools.....	0
Colleges.....	1
Kindergartens.....	0
Nongraduates of above courses, viz:	
Graduates of academies or high schools, with or without advanced courses.....	0
Elementary education plus irregular or incomplete advanced courses.....	0
Total.....	8

# REPORT OF THE BOARD OF EXAMINERS FOR THE WHITE SCHOOLS FOR THE SCHOOL YEAR.

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*To the Board of Education of the District of Columbia.*

**LADIES AND GENTLEMEN:** This report will deal with the work of the board of examiners under the following general heads:

- A. Examinations.
- B. Placing of teachers and longevity increases.
- C. General work and conclusions.

## A. EXAMINATIONS.

Total number: Examined, 136; passing, 66.

The following is a copy of the dates and subjects of examinations contained in circular issued July 1, 1910:

### DATES AND SUBJECTS OF EXAMINATIONS.

1. Thursday and Friday, December 22 and 23, 1910.
  - (a) High schools.—All subjects except (1) English, (2) history, (3) Latin, (4) art work, (5) mathematics, and (6) biology. (See High-School Circular of Information.)
  - (b) Elementary schools.—Special subjects only, except (1) art work, (2) music, (3) domestic art, (4) atypical, and (5) incorrigible. (See Elementary School Circular of Information.)
2. Monday and Tuesday, April 10 and 11, 1911.
  - (a) High schools.—Same as December 22 and 23, 1910.
  - (b) Elementary schools.—All special subjects, including those omitted December 22 and 23, 1910.
3. Tuesday and Wednesday, June 20 and 21, 1911.
  - (a) High schools only.—All academic and scientific subjects; no other subjects. (For the year 1910-11 no examinations are scheduled for: Applicants to teach (a) regular grades, (b) kindergarten.)

In accordance with the above, three regular examinations were held, viz: December 22 and 23, 1910; April 10 and 11, 1911; June 20 and 21, 1911. Special examinations were held as necessity demanded.

(**NOTE.**—The figures in parentheses below indicate first the number of applicants taking the examinations; second the number passing.)

### I. REGULAR EXAMINATIONS (107-52).

#### 1. Examination of December 22 and 23, 1910 (27-14).

High schools (21-10): German (5-1); music (4-1); Greek (1-1); physical culture (1-1); physics, physical geography, and chemistry (1-1); applied arithmetic (1-0); physical geography (1-1); woodworking (6-3); physical geography and chemistry (1-1).

Elementary schools (6-4): Domestic science (2-2); physical culture (1-1); joinery (3-1).

## 2. Examination of April 10 and 11, 1911 (35-13).

High schools (8-4): French (2-1); German (1-0); chemistry (1-1); music (3-2); machine shop (1-0).

Elementary schools (27-9): Atypical (3-1); music (5-2); drawing (13-5); domestic science (3-1); domestic art (2-0); joinery (1-0). (Applicant to teach joinery ineligible.)

## 3. Examination of June 20 and 21, 1911 (45-25).

High schools (45-25): English (15-11); mathematics (12-4); French (1-0); chemistry (1-1); Latin (5-1); history (5-3); applied arithmetic (2-1); physical geography (2-2); German (1-1); Latin and English (1-1). (One applicant to teach Latin ineligible.)

## II. SPECIAL EXAMINATIONS (29-14).

## 1. Examination of September 15 and 16, 1910 (12-5).

High schools (12-5): Chemistry (2-2); stenography and typewriting (4-1); metal working (6-2). (Two applicants to teach stenography and typewriting ineligible.)

## 2. Examination of September 26 and 27, 1910 (14-6). (By direction of the superintendent this examination was limited to graduates of the Washington Normal School.)

Elementary schools (14-6): Domestic science (6-3); physical culture (8-3). (Two applicants to teach physical culture ineligible because not graduates of Washington Normal School.)

## 3. Examination of February 9 and 10, 1911 (2-2).

High schools: Applied arithmetic (2-2).

## 4. Examination of March 9 and 10, 1911 (1-1).

High schools: Art metal work and design (1-1).

It is to be noted: (1) That there is an increasing difficulty, in some cases almost prohibitive, of obtaining properly qualified special teachers for the high schools; (2) that the number of men applying to teach academic and scientific subjects in the high schools is very small, and the number actually appearing at the examinations still smaller; (3) that the examinations other than those scheduled for June are, as a rule, unproductive as regards the quality and number of those passing.

The absolute necessity of keeping up the lists of eligibles, which are good for two years from date of establishment, is the sole reason for an overworked board of examiners taking upon itself the extraordinary burden of holding June examinations every other year.

Other matters pertaining to examinations have been discussed exhaustively in previous reports.

The policy of allowing second majors for high school applicants will be abandoned to take effect next year (1911-12). The sole reason for them was a pressure upon the board of examiners to have it ascertain and certify to the ability of an applicant to teach more than one subject.

In some cases where high-school principals desired a teacher of two or more subjects the board of examiners held special examinations to meet their wishes; but a growing tendency to assign teachers to teach

subjects not in accordance with the certification of the board of examiners or the terms of appointment by the board of education has demonstrated the futility of a policy which imposed upon the board of examiners a vast amount of work accompanied by great difficulties and productive of no beneficial results.

A new rule was adopted and promulgated which made it definitely necessary for an applicant to make at least 70 per cent in the subject he desired to teach in order to have considered any other part of his examination.

#### B. PLACING OF TEACHERS AND LONGEVITY INCREASES.

The differences between the board of examiners and the auditing officials had rapidly reached an acute stage, and this year saw the crisis.

The rule for placing, as a result of pressure from auditing officials, had assumed the following form, which had been approved by the board of education:

I.—One year's experience in teaching in an accredited school shall consist in teaching the academic or scientific subjects usually taught in an "accredited" or "approved" public high school, in classes of not less than 8 for the higher classes and for not less than 500 teaching hours, together with experience involving questions of the discipline of fairly large bodies of pupils.

II.—The term "teaching year," as used in report adopted by the board of education on September 18, 1909, shall be construed to consist of not less than 500 teaching hours irrespective of the fiscal year, provided that the sum total of teaching years thus computed shall not exceed the sum total of the fiscal years involved.

The right to construe the meaning of the first part of the rule seemingly had been denied the board of examiners; while the second part had never been recognized by auditing officials.

The board of examiners had been informed orally that a disallowance of a certification was to be made upon the ground that the year certified to did not contain 500 teaching hours.

An analysis of the case disclosed the fact that the auditing officials had arrived at their conclusion, from the complicated form which the board of examiners had been forced to use, by multiplying the length of "the teaching hour" or "recitation period" for each subject by the length of the period, adding the various results, and dividing by 60.

In order that this year should not be disallowed, the board of examiners stated that "the teaching hour" according to general usage averages from 40 to 50 minutes and is identical with "recitation period."

The auditor immediately used the explanation as a rule and the board of examiners was informed orally that no periods of less than 40 minutes would be allowed, in spite of its protest that the reply was based upon the well-known general custom obtaining in high

schools of running five-period or six-period days, and that the board of examiners had never stated "not less than 40 minutes" as it had "not less than 500 teaching hours," or "not less than 8 in higher classes"; that it had made no rule as to the matter; and that the statement of a truth incidental to and in explanation of a special case did not establish a rule or remove the discretion or the right to apply the doctrine of equivalents; that in its essence, discretion could be used only in departure from general principles and there could be no discretion residing in a body of educational experts if it were held that such discretion was embraced in its total expression in several rules of thumb for calculating the value of a year of teaching as one would the contents of a ditch.

The explanation of the board of examiners was no rule for the added reason that inasmuch as it was merely an explanation it could not and did not come before the board of education for approval as had the two rules which the board of examiners had made.

Subsequent developments showed that the auditor had ignored this contention of the board of examiners. Moreover, the additional limitation had been imposed by the auditor that a contention as regards one case for longevity allowance held up all cases that happened to be certified to him therewith, not because the settlement of their cases depended upon the one in question, but merely because they happened to accompany it.

It will be apparent then that a controversy over one case needlessly held up others, and the more intense the controversy the longer the period of time involved, and upon the principle of the greatest good to the greatest number the board of examiners was forced to reserve its specific contentions for meritorious exceptions until after the great body of teachers affected had received their allowances.

The reason for this will become clearer when we bear in mind that on May 18, 1910, Congress passed an act, one of the provisions of which provided that "teachers now employed in group A, class 6, in the normal, high, and manual-training schools, or hereafter to be appointed in the said normal, high, or manual-training schools, may be placed in said group A, class 6, and receive their longevity increase according to their previous number of years of experience in teaching in accredited normal, high, or manual-training schools." The application seemed clear to the board of examiners, but one of the various technical constructions by the auditing officials excluded from the operation of the act a group of teachers known as the "Miller group," to which, however, in the mind of the layman, the provision seemed most appropriately to apply. (It is to be noted that this group of teachers, afterwards by decision of the courts in the "Lynch case," overturned completely the decision of the auditing officials and won its contention as to its right to enjoy the application

of the provisions of the act of Congress alluded to. It is also to be noted that in every case the teachers have gone to law they have won sweeping verdicts against the auditing officials.)

The board of examiners was affected by other technical constructions, as to half years, and other matters, since it had to certify to the outside experience of all of the teachers affected by this "placing provision," in accordance with rules and constructions already established by auditing officials.

The teachers had already been subjected to an unconscionable delay because of technicalities raised, so the board of examiners determined that no responsibility for any delay should rest on it, and therefore certified all teachers in accordance with the conditions imposed by the auditing officials, reserving special contentions until the cases of all of the teachers had been passed on all points about which there could be no controversy.

On January 13, 1911, the board of examiners made a report in explanation of the general situation and this report was made part of the general report to the board of education, concerning certification of service rendered outside of the District of Columbia, which report became part of the official records of the board of education. On February 14, 1911, the board of examiners submitted to the board of education an exhaustive and elaborate report covering the whole controversy from its very inception to date, showing that in the beginning the mere certification of the board of examiners had been deemed sufficient by auditing officials, but that more and more technicalities, restrictions, and material encroachments had been made upon the rights and powers of the board of examiners as time went on, covering a period coextensive with the increase in the number of the beneficiaries.

The report detailed the process by which the members of the board of examiners had become merely unpaid clerks to the auditing officials with no power to obtain that which in the opinion of the board of examiners was due the teachers affected. The report took up one by one the special cases which the board of examiners deemed worthy of special consideration, specifying the teachers who should have been properly placed had the board of examiners been allowed to make and construe its own rules. Later the board of examiners certified to those who could be paid out of the appropriations for the current year.

The board of examiners construed the act placing teachers as a remedial statute, to be construed liberally in favor of the beneficiaries and not technically as had the auditing authorities against the beneficiaries, and in so doing it feels that it has carried out the clear intent of Congress and the subcommittee of the Senate which originated the act in question.

This report (of February 4, 1911) seemingly has contributed to a disposition on the part of the auditor of the District of Columbia to pass certifications of the board of examiners without discussion. As to the position of the auditing officials for the State and other departments, who also pass upon these matters, and as to the final decision of the Comptroller of the Treasury, the board of examiners is in doubt.

#### C. GENERAL WORK AND CONCLUSIONS.

1. As a large part of the time and energy of the board of examiners has needlessly been consumed in the thankless task of placing teachers in salary and in fruitless contentions with auditing officials, therefore it had little opportunity to exercise to the highest degree its legitimate functions, though it is hoped that the coming year will enable the board of examiners to do some educational work that is really worth while.

2. Some impression has been made on the work which has accumulated during the four years the board of examiners had no clerk, and it is confidently expected that by the end of the next school year, through the efforts of Mrs. Parker, who became clerk to the board of examiners February 16, 1911, the work will be up to date.

3. The board of examiners again expresses the hope that next year it may have (a) a large room for its occasional use on examination days and (b) a large private room for its sole permanent use.

The constant change of rooms during the same examination is a hardship for everybody, while the lack of a private room for its sole use forces it to do confidential work elsewhere and interferes vitally with ordinary work because of the constant use of the room now occupied as a public thoroughfare and a typewriting room.

In conclusion the board of examiners desires to express to the superintendent and the president of the board of education its appreciation of their continued interest and unfailing help.

Very respectfully,

HARRY ENGLISH,  
*Secretary Board of Examiners.*

## REPORT OF CHIEF ATTENDANCE OFFICER.

---

SIR: The following report of the attendance work in the white schools for the year ending June 21, 1911, is respectfully submitted:

	Male.	Female.	Total.
Truants sent to school.....	257	19	276
Absentees sent to school.....	909	507	1,416
Nonattendants sent to school.....	23	6	29
Visits to parents.....			2,948
Visits to schools.....			349
Visits in interest of work.....			296
Court cases: <sup>1</sup>			
Police.....			3
Juvenile.....			15
Reported to other agencies:			
Instructive Visiting Nurse Society.....			16
Board of Childrens' Guardians.....			22
Associated Charities.....			49
Child-labor inspector.....			11
Children over and under age.....			120
Children not located.....			41
Children excused because of ill health.....			11

<sup>1</sup> Nine children placed on probation, six in institutions.

In comparing the report for the past school year with that submitted in June, 1910, it may be noted that truancy has decreased while irregular attendance as represented by absentees has increased. This is due entirely to the fact that while the law enables us to properly deal with truants, the defect in the law makes it impossible, however conscientious and thorough our efforts may be, to properly deal with the indifference and carelessness of the parents. There can be no real and lasting improvement in the compulsory-education work until the law is amended, and I would therefore respectfully recommend to the superintendent and to the board of education that serious efforts be made to perfect this law. I would also request that additional officers be asked for, and that the salaries of the present officers be increased.

I would also further recommend that public and official recognition be given by the board to the members of the police force, without whose help, with our defective law and entirely inadequate force, much less would have been accomplished during the year just closed.

Very respectfully,

EDNA KEENE BUSHEE,  
*Chief Attendance Officer.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE SUPERVISING PRINCIPALS.

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SIR: As the representative of the supervising principals, I have the honor to submit this brief report of the work of the graded schools for the year ended June 30, 1911.

### WORK OF THE YEAR.

The work of the year has been well done. The interest and efforts of the teachers and pupils have been active and well directed. A spirit of harmony and mutual confidence has prevailed throughout, and has naturally favored effective teaching. There has been also in our teaching body as a whole a commendable spirit professionally, evidenced by a willingness to take and act on suggestions for improvement of teaching, and by the tendencies shown to improving one's capacity for service in the profession by private study, and by the pursuance of professional courses.

### COURSES OF STUDY.

#### ARITHMETIC.

The work in arithmetic still requires attention to the end that the average pupil may acquire accurate working efficiency in the fundamental processes at a relatively early date. Progress along this line, however, has been made during the past year. Emphasis has been placed in grades below the sixth on accuracy in number manipulation, while problem analysis and the solution of problems have been more heavily emphasized in the higher grades. Considerable increase in efficiency has been noted in the seventh and eighth grades, resulting from the use of the new arithmetic and algebra pamphlets.

The course of study in arithmetic issued for trial in 1907 is now in need of general revision, and we recommend that a committee be appointed for this purpose. The course should be simplified and more or less readjusted, not only for greater efficiency in use and resulting product, but also in order that there may be full harmony between it and the textbooks now adopted for use in connection with it.

#### GEOGRAPHY.

The changes in the geography course have been placed in effect this past year and have resulted in improvement in the work. The new course has done away with the former severe specialization, and while reserving to each grade some special topic, has brought to every grade

a certain consideration of world relations. As now arranged, industrial, commercial, and social world relations are kept constantly before the pupils, and important facts are impressed upon them by their constant repetition from different points of view.

A special feature of the work of the intermediate grades has consisted of practice in the use of outline maps. Two forms of these maps have been supplied, a world map and a map of the United States. Of these, each pupil received several copies. The maps have been used, in accordance with general directions prepared by a committee of the supervising principals, for supplementary practice in geography and history. For example, the United States map has been used in the geography classes of various grades for locating the chief cities, railways, distribution of staple crops and products, of minerals and forests, of rainfall and population. In history the map has been used to show, among other things, acquisitions of territory, free and slave States, the judicial circuits, and to outline military campaigns.

The world map has been used to show distribution of the races of men, the distribution of animals and crops, the possessions of the United States, the chief foreign cities, exports, trade routes, etc. The pupils have been interested in the maps and have shown considerable care and ingenuity in filling out and coloring them. They have proved effective, therefore, as handwork, as well as exceptional instruments for fixing certain geographical and historical facts, and for teaching the general use of maps. We recommend, therefore, that the use of these maps be continued and extended. Separate maps of the Western and Eastern Hemispheres and of Europe or Eurasia, of the same size as those already supplied, could be used with marked effectiveness.

#### SOME OTHER STUDIES.

Continued improvement has been noted in the oral reading—in expression, in enunciation, and in appreciation of the thought expressed. It would seem that the improvement in this subject must have its influence for efficiency, not only in silent reading for pleasure but in general study.

Improvement has seemed to continue in spelling and to some slight extent in penmanship, but in neither of these subjects can we afford any let-up of effort. The penmanship still shows signs of the past transition periods and can not be called satisfactory. As stated in last year's report, "The adoption of a system which will train the pupil to write rapidly an uncramped, legible hand is greatly to be desired."

A step toward the strengthening of the work in natural science has been taken during the year by the giving of a series of lectures on "The teaching of physics in the grades." These lectures were given with

special reference to the requirements of the new course of study. The teachers interested attended regularly and profited by the suggestions received, carrying back to their classes practical ideas for the development of their own work.

#### EIGHTH-GRADE GRADUATION.

Each succeeding promotion season has made more evident the wisdom of the resumption of the practice of conferring certificates on pupils who have completed the work of the eighth grade and who are entitled to entrance to the high school. This formal recognition of the pupil's efficiency has undoubtedly added dignity and importance to the work of the higher grades. It has had its effect on the pupil's attitude toward his work, on his appreciation of its value, and has had a tendency to keep many pupils in school to the end of the eighth grade who otherwise might have left a year or so earlier. The commencement exercises of the present year, while very simple in character, in accordance with the expressed desire of the superintendent, have been formal and dignified, and have compared most favorably in spirit and uplift with the exercises of the high schools. They have afforded also another opportunity of bringing parents into closer contact with the graded school system.

#### SEMIANNUAL PROMOTIONS.

The half-year system of promotions has seemed to work more easily and effectively than last year, and less desire has been expressed for a change back to the annual system. The smaller groups are growing gradually in proportion to the larger, and organization is becoming somewhat more evenly balanced. There is still difficulty in handling the organization of the half-year classes in many of the suburban buildings, and it may be advisable to designate certain schools to remain on the annual plan until the school accommodations and the number of pupils applying are such as to justify the change of the semiannual plan. From the standpoint of educational efficiency, aside from the troubles of organization, there is no doubt of the value of the semiannual plan.

#### SANITARY CONDITIONS.

The efforts of the board of education to secure better sanitary conditions in our buildings have continued to bear fruit, and as a result the buildings are in better shape than ever before. Playgrounds have been improved and added to, and by degrees old furniture of the nonadjustable type is being replaced with modern adjustable material, though much still remains to be done along this line.

The continued emphasis placed by the superintendent on the importance of adequate light, properly directed, of abundance of

fresh air, of proper temperature control, and of desk and seat adjustment, and of such other matters effecting the physical well-being of the child, which are in whole or in part under control of the teacher, has made all teachers careful and conscientious, and considerate of the comfort and well-being of the children under their care.

#### PARENT-TEACHER ASSOCIATIONS.

One of the most marked features of the year has been the growth of close intimate relations between parents and teachers through formal associations. In every section of the city parent-teacher associations have been formed and have drawn to their membership those who will help to bind together in practical working partnership the home and the school. The meetings, in part social, in part for discussion of the practical problems, for help in the solution of which the school must look to the home, have been largely attended and actively participated in. We have all been encouraged by the sympathetic attitude of the vast majority of these fathers and mothers who attend and by their evident desire to learn all possible about whatever concerns their common interests. The meetings have led directly to increased interest on the part of the parents in the school work of their children, and of all children; to a greater appreciation of the many difficult problems the schools are striving to solve; to better home study on the part of pupils, and to better classroom work as well, for an increasing number of pupils have come to feel that the interest of the parents follows them, not only to the school door, but into the schoolroom.

A natural result of these associations has been increased visiting on the part of parents at other than meeting times. A closer personal acquaintance between parent and teacher has developed with the natural consequence of reduced friction, of more direct settlement of disputed matters, and of less frequent appeals to higher authority.

This year's work along the line of association, so splendidly encouraged by the superintendent, and aided by the representatives of the national organization, has resulted in a magnificent start of a movement which should embrace within a short time practically every school in the district.

#### OFFICE ASSISTANCE.

In the interest of efficiency of administration and of classroom work, it seems necessary to call attention once more to the need of clerical assistance in the offices of the supervising principals. Rule 6 of the board of education says:

Each supervising principal shall be relieved as far as practicable of purely clerical duties and shall, under the direction of the superintendent, have supervision of instruction, organization, and management of all school work in all the grades, and for these he

shall be responsible, as well as for the observance and enforcement of all school rules and regulations in his division.

Thus it is evident that heavy duties and responsibilities have been placed on the supervisors, yet certain conditions exist and grow steadily more serious, which prevent the officers charged with these duties from exercising them in the highest sense. The average supervisor handles the administrative details and the broader organization of from 10 to 12 scattered buildings, containing 4,000 or more pupils. He does this without clerical assistance, and, as a consequence, owing to numerous business details, is obliged to remain for hours in his office at times when he ought, for the purpose of supervision and educational direction, to be in the schools, and when he desires to be there.

The high-school principal, with one building and a few hundred or a thousand pupils, has his clerk. The supervisor, with far broader demands upon him, should have the same assistance. Such a clerk could be employed also to relieve to some extent the burden of clerical work now resting on grade building principals. Such a clerk, being on duty during the day, could meet the many parents who call at all hours, and who are disappointed or inconvenienced when they find that the supervisor is absent visiting the schools.

In spite of the demands on his time and his energy, the supervisors have striven to be helpful leaders of their teachers in the educational work, and by meetings and conferences with groups of teachers, by the interpretation of the courses of study, by tests afterwards analyzed and criticized, and by advice and suggestion as to methods and principles, have striven to be a help and inspiration to the teaching force.

During these years of your service as superintendent there has grown up in our graded system that broad spirit of harmony, of earnestness, of mutual confidence, and of high aim, which must make for effective teaching and character building. With the development of this spirit your own wise leadership has had most to do, for in you officers and teachers have found their inspiration.

We tender to you our most hearty thanks for your constant assistance, wise advice and counsel, and for the many courtesies you have extended to us during the year; and we wish to express to you our very deep appreciation of your unfailing thoughtfulness, your wise helpfulness, and your kindness in all matters effecting our work, and that of our teachers.

Very respectfully,

ERNEST L. THURSTON,  
*Supervising Principal, Third Division.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF INTERMEDIATE INSTRUCTION.

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SIR: I desire to present briefly the work of the department under my direction.

The year has been one of varied activities, as I have been called upon to perform the duties of the heads of other departments in addition to the work directly committed to my charge. The additional duties placed upon me have somewhat limited my usual activities and have not allowed me to visit the classrooms of the city as frequently as has been my custom in other years. I have, however, been able to visit most of the classes of the intermediate grades and to hold periodical meetings and conferences with the teachers of the several grades. In these meetings it has been my aim to define the general scope and purpose of the work of each grade, to properly correlate the various subjects and to give directions concerning the due proportion of emphasis upon the subjects set forth in the course of study. The meetings have also given me an excellent opportunity to convey to the teachers as a body my own impressions of a city-wide inspection of our schools and to gather from them, in discussion and conference, impressions concerning the reasonableness of the requirements of the course of study.

The director must work largely through the course of study and the interpretation given to its requirements. The true value of a course theoretically outlined can be known only after an attempt has been made to carry out, in the actual practice of the classroom, the proposed plan. The course in geography has been considered by many of our best teachers as poorly graded and generally too indefinite. These faults were in the past somewhat remedied by the issuing of certain modifications. Under your directions, a committee of which I acted as chairman has prepared a new course in geography which we believe to be better adapted to the needs of both pupils and teachers than the course formerly in use. The governing idea of the new course has been to give to each grade from the fifth to the seventh, inclusive, an opportunity to study the world. Each grade under this plan makes a special study of some part of the world but uses that special study as a means of coming into a knowledge of the world by emphasizing the world relations of the particular section selected for the study of the grade. This course has been used for the past year in leaflet form and has been the basis of many conferences with teachers and supervisors. With such changes as have been suggested, as the result of a year of

actual operation in the classes, the course is now ready to be issued in the form of a complete pamphlet covering all grades of the elementary schools.

The course of study in history was modified a year ago by reassessing the material to the various grades and by adding a systematic course in civics. There is a need for a general revision of this course in history in order to make it more definite and to provide a better articulation between the work of the various grades.

The adoption of a new text in language in the fifth grade makes the suggestion of a rewriting of the course in language for that grade opportune. There is a need for a more definite and detailed statement of the language work of the fifth and sixth grades, to be embodied in a course of study for those grades. This definite statement has been hitherto supplied by the interpretation of the general terms of the course of study given to the teachers in meetings, but a clear statement of the requirements of the course and the expected use of the textbooks supplied to the grade should be furnished the teachers in a more permanent shape. The work of the eighth grade in language and grammar should result in a more definite power over the fundamental elements of our language than is now obtained.

During the year just passed it has been possible to so increase the traveling library equipment that more groups in which the books circulate have been created. This has greatly decreased the distances which books were formerly transported in the exchanging of sets. In addition to this improvement of conditions concerning the transportation of these books, the increased equipment has allowed the furnishing of outlying schools with small permanent sets of the traveling libraries; thus obviating the necessity of requiring unreasonable labor on the part of the pupils in transporting the books and giving the privilege of the use of these books to several schools which were not reached under the former arrangements.

There should be a greater time allowance for the subject of physiology. The importance of the subject, especially in its hygienic aspects, demands greater attention and stress than is possible under the present allotment of time. The rearrangement of texts for the several grades supplies material for splendid work in this most vital subject.

Throughout the elementary schools there is an evident need for greater economy of time in bringing the child to the attainment now resulting from the effort of eight years of school life. This problem is not peculiar to our own city but is occupying the attention of educators in all parts of this country. A partial solution of this problem seems to be in more definite teaching and in a restricting of emphasis to certain essential elements of fundamental subjects.

This means better arrangement of time and a reallotment of subjects and the requirement of a definite power in restricted limits. In our own system no grade needs greater attention than the eighth and last year of the pupil's life in our elementary schools. The work of this grade should be more definite, and the number of subjects pursued at any one time should be decreased.

Recent inquiries have resulted in showing that there is a definite demand for vocational training in the Washington schools. It is to be hoped that the two new manual training schools now in the course of erection will furnish a means of beginning some work along the lines of practical training of those boys and girls who desire preparation directly bearing upon the work which they intend to pursue as a means of obtaining a livelihood. In this connection there is need of considering the possibility of some cooperative relation between the McKinley Manual Training School and a neighboring grade school whereby the splendid shop outfit of this school might become available for serving the needs of a selected class of grade-school pupils who desire the trade preparation which may be had in the shops in connection with advanced elementary work rather than to undertake the purely secondary course now required in the McKinley School.

Much has been done for the subnormal pupil in the establishment of our atypical and disciplinary classes; but nothing has been attempted to meet the needs of those pupils who, while perfectly normal physically and mentally, have fallen behind other pupils of equal age in some one subject. This loss of grade occurs usually through sickness or other unavoidable cause which results in the pupil failing to receive instruction at some critical point in the development of a subject. In many classes there are pupils who could be saved from losing a grade if it were possible to place them under a teacher who would be able to give them individual instruction in some subject until their deficiencies were made up. These pupils at the end of a few days or weeks could be returned to their regular classes. Many could thus proceed who, under the present conditions, are forced to repeat a grade and thereby lose from six months to a year of time. It seems perfectly feasible to detail a well-equipped teacher to the work of teaching such an ungraded class in some centrally located building. To this class could be sent, for brief periods, those pupils who, in the estimation of the teacher of the regular class, need special instruction in certain definite points in the development of a single subject. There exists in every school system a sufficient number of such pupils to insure at all times a good-sized class for the special teacher.

Some change in the organization of our school system, whereby the demands upon the time and energy of the grade-school principal may be lessened, is most necessary. The present demands are entirely

too heavy for one who is charged with the responsibility of the pupil's training during his last year in the elementary schools. As administrative and disciplinary duties increase the principal has less time and energy for the work of class instruction, which is his most important duty to the child. This means that the duties of the principal and the class-room teacher must, at some time, be placed upon different individuals and that there must be gradually created very small groups of buildings which shall have resident principals who shall exercise the duties ordinarily assigned to principals.

Our great need to-day is for more helpful visitation of the teacher at work and for more consultation between the teacher and the supervisory authority concerning the problems confronting each. It is incumbent upon us to make a closer study of our present-day problems and a more insistent and systematic attack upon the yet unsolved problems presented by the needs of our children.

The greatest glory of our schools is the relation existing between teachers and pupils in their daily work—the spirit of helpful friendship, cooperation, and confident trust between teacher and pupil which is everywhere evident. Our teachers have been ever ready to accept suggestion, and gladly receive helpful criticism of their work. This, with the ever earnest desire for self-improvement and the readiness to sacrifice self for the good of the child, has made the work of a supervising officer a constant pleasure.

In closing I wish to express my appreciation of the ready sympathy and hearty cooperation which you have always had for those who have had the privilege of working under your direction.

Very respectfully,

S. E. KRAMER,

*Director of Intermediate Instruction.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF DIRECTOR OF PRIMARY INSTRUCTION.

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SIR: In the primary grades, the year has been marked by a steady progress rather than by changes or innovations. A high tribute is due to the increasing number of teachers who are showing a deeper interest in professional growth by taking advantage of the excellent courses in psychology, child study, the principles of teaching, and the history of education, offered by the Teachers' College of the George Washington University on Saturdays and after school hours. Many teachers prefer to do such work in the summer, and every year there are primary teachers registered at Columbia, Harvard, Cornell, the Summer School of the South, and the University of Virginia. Others take courses by correspondence from Chicago University or do professional reading along broad lines. I feel that acknowledgment should be made to such teachers. Washington schools can not fail to keep their high place when such spirit is found among the beginners in the profession.

All through the year special attention was given to the problem of teaching children to study in the third and fourth grades, and many successful plans were worked out by the teachers. The custom of dividing classes for group teaching in order to give each child as much individual attention as possible has existed in Washington for a quarter of a century, so that the recrudescence of the old problem of teaching children to study does not cause so much concern here as in places where whole-class instruction has predominated. The seat work in the first and second grades is carefully planned, so that it is closely related to every branch of instruction. The children on the study side of the room develop power of concentration and self-direction while the teacher is actively engaged with a class around the blackboard or with one in the school garden. With these habits as a foundation, the third and fourth grade teachers are working to make their study periods as important as the recitation periods. Special plans are made and a regular program for the five or more study periods is worked out and placed before the children every day. The importance of self-reliance and initiative, of accuracy, neatness, and speed are emphasized, and many regular lesson periods are given to training the children in ability to select important points in history, geography, arithmetic, reading, etc., to organize such information, and to make associations which will lead to

retaining it. Through "parents' days" and the home and school associations, the importance of such study is brought to the attention of parents and their cooperation in the small assignments of "home work" is secured.

The question of retardation and of school mortality—a grave one everywhere—assumes a special menace in our primary schools where the children attend only a half day for the first two years. This shortens their school time in the elementary grades by one year. Absence is the main cause of retardation. I am confident that many children would be able to make their grade if they could have special help on their return to school. It is impossible for the regular teacher with from 40 to 48 children in a class to take care of these absentees. As a result, they lose interest and drop out only to come back and to repeat the same program the next year. A child who starts to school at barely 5 years of age may go through such performances three or four times. School holds no joy for him after such experiences. A special teacher, preferably from the third or fourth grade, could easily care for the absentees or retarded children of the last few grades if her class were limited to perhaps 20 children. The personnel of the class would be constantly changing, as children would be sent back to join their regular classes as soon as they made up their lost time and work, and new ones would come to take their places. We fortunately have many teachers who could carry on such classes with marked success. I strongly recommend the forming of such classes in such neighborhoods as the Curtis, Hyde, Addison school group, the Wallach-Towers, the Cranch, Buchanan, Tyler, or the Eckington, Emery, Gage group. An experiment was made with some retarded children of the first and second grades during the last semester of the year. The class was made up of very weak children, some of whom were immature, others of whom were over age. At the end of the term, out of a class of 15, 7 were promoted, and all showed decided improvement. This plan has been worked out successfully in some cities, notably in Indianapolis, where 8 such teachers were appointed, with the result that each teacher rescued from 50 to 75 children who were able "to make their promotions" each term.

I also recommend a longer school day—from 9 to 12 and from 1 to 2 or half-past 2—for all second-grade children who can get it. There are a number of school rooms used only half a day. Second grades could easily be placed in such rooms and the required work could be done with less nervous strain by both teachers and children. The practice could not be made universal for lack of room, but a beginning can be made at any time, as there are now rooms enough to put 50 schools (practically half of the second grades) on the whole-day basis.

I again urge upon your attention the need of some form of manual training for the boys of the third and fourth grades. The very small beginning made two years ago by furnishing a few sloyd knives to each division has not grown into general practice. Individual teachers, at their own expense, have bought hammers, saws, and other tools for their classes, and have done some excellent work with the boys, while the girls have been engaged in their sewing classes; but this kind of work can not be made general without an appropriation for material.

There is also need of additional reading matter in many schools. While it will probably be difficult on account of lack of funds to supply enough material for every school, the situation can be remedied by supplying about half sets to each division. As soon as one school is "read out" one of these sets can be sent to the class, and by a system of rotation better results can be assured. I recommend that as much of such supplementary reading material as possible be purchased for use next year.

On the whole, the results of the year's work have been very satisfactory and gratifying. I wish to extend to you hearty assurances of my appreciation of your interest and your help in all the work of the primary schools and especially for your very helpful talks to the teachers at the grade meetings.

Very respectfully,

ELIZABETH V. BROWN,  
*Director of Primary Instruction.*

Mr. A. T. STUART,

*Superintendent of Public Schools.*

## REPORT OF DIRECTOR OF NIGHT SCHOOLS.

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SIR: I have the honor to submit the following report, supplemental to the regular statistical statement, of the work in the public night schools of the District of Columbia for the school year 1910-11.

The general plan and scope of the work were practically the same as last year. An additional colored class was opened at Deanwood, and the class (white) in carpentry operated last year at 605 P Street was closed, the pupils being provided for at the McKinley Manual Training School. The McKinley School opened last year as an experiment, the teachers receiving only a nominal sum, \$1 each for the term, for their services. The experiment was a success, and this year the school was continued, though with fewer teachers, the teachers receiving the regular night-school salary. Instruction was given in electricity, mechanical drawing, machine-shop work, cooking, millinery, and dressmaking. As the appropriation available for teachers' salaries this year was but \$500 more than the amount at our disposal last year, the continuance of the McKinley School lessened the number of night sessions.

Last year the majority of the schools had a term of 70 nights, a few having 71; this year the majority had 63 sessions, a few 64.

The attendance this year has been better than in any previous year, the total enrollment, 4,370, showing an increase over that of last year of 2.2 per cent. The increase in average enrollment was 12.3 per cent, based on the maximum number of nights the schools were open. Both white and colored schools showed increased attendance and enrollment.

The total number of white teachers was 8 less than last year—6 less at the McKinley, one at the Wallach, and a carpentry class discontinued. The total number of colored teachers was the same as last year. Eighty-eight of the 113 teachers were also teachers in the public day schools.

The average age of pupils in the grade schools was about 17 years. At the Franklin, because of the large foreign enrollment, this average went up to 20.7 years. In the Business High School, the average was 20.8 years; in the McKinley, 23 years; in the colored schools, 27.2 years. These averages hold about the same from year to year.

It is very gratifying to note that a large number of pupils attend the night schools through the entire session, and that many attend from year to year, earning promotion from grade to grade. Our day-school year in Washington is about 180 days of 5 hours each, our night-school year about 60 sessions of 2 hours each. In the short

time the night schools are in session much work is accomplished, more relatively in the fundamental subjects than in the day school in the same time, but the time is not enough. In my opinion the Business High Schools, white and colored; the two manual training schools, white and colored; and two central grade schools, white and colored, should be kept open from October to May, inclusive. It might and probably would be necessary to consolidate some classes toward the end of the year, but it should be possible for those needing to attend the night school to find one open for them. This year the Franklin closed on March 20, but the Council of Jewish Women, knowing the desire of the foreign pupils at the Franklin for a longer term, obtained the privilege of the use of a room in the Franklin for a continuation of the work and paid for the services of two teachers, who kept the classes open until the end of May. The attendance was good and the work profitable.

Too much credit can not be given for the interest taken in our foreign night classes by Flag Chapter, Daughters of the American Revolution, and the Council of Jewish Women. Again this year they gave prizes for the best compositions written by foreign pupils on patriotic subjects, and Flag Chapter also gave two prizes to the American pupils. The prizes were American flags and books.

At the white Business High School, during the winter, Zed Copp, Esq., without monetary consideration, gave a series of lectures on commercial law in the District of Columbia, prefaced by an account of the origin and development of law. These lectures were valuable and were appreciated by the students. I take this occasion to thank Mr. Copp for his services. It is hoped that other lecture courses may be given at this school.

Again I desire to urge increased appropriation for our night schools that the teachers may receive adequate pay for the responsible, arduous, and excellent work they do, and that the night schools may be open as long as there is a call for them.

It is eminently proper that for myself and on behalf of the teachers and Asst. Director Evans, I record our thanks to you, Asst. Supts. Hughes and Bruce, Secy. Hine, and Mrs. Mussey, chairman of the night-school committee of the board of education, for the uniform courtesy you have shown us and the deep interest you have manifested in the night-school work. We have felt that you and the board of education realized the importance of this branch of our public-school system, and were making zealous effort to advance its interests.

Very respectfully,

B. W. MURCH,

*Director.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF MUSIC.

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SIR: I beg to submit herewith the report of the department of music for the year ending June 30, 1911.

For the first time since the adoption of the song primer, a sufficient number of the books was purchased to completely equip each first-grade school. The result was very noticeable in the work of this grade, and will be felt, I am sure, in the music of the second grade next year.

We may claim to have thoroughly tested the song primer by this uniform use of the books in all first-grade schools, and I believe the results, whether measured in terms of the children's delight in handling and singing from their own books, or in terms of actual musical concepts mastered, fully justify the use of the books in the hands of first-grade children.

In the fifth grade the new Eleanor Smith Music Course, Book No. 3, was adopted.

The book has given general satisfaction both to the regular grade teachers and to the special teachers of music.

The introduction of the new material of this book has been inspirational, lifting the work of this grade to a higher plane of excellence and stimulating enthusiasm for the music lesson in both pupils and teachers.

Generally speaking I may say that the work throughout the graded schools has been conscientiously and ably performed by the regular teachers, who, with the help of the instruction given by the special teachers in their periodic visits, have developed the music study to a point which may well be a matter of pride to the officers of the school system.

In my visits of inspection I find the classes singing beautiful songs, with an appreciation which signifies respect. The tone is always good and is often remarkably so. Freedom, without which the singing of children fails as self-expression, is a universal characteristic of the singing of the Washington school children.

Moreover, I find that the children read well, and that they have been soundly instructed in the fundamentals of the technique of music.

To stress the formal side of the music study, one teacher has been assigned this year to the teaching and correction of all the written

work of the fifth, sixth, seventh, and eighth grades. This experiment has been a great success. Not only has it been possible through this means to unify all the written work of these grades, but interest in this phase of the music study has been greatly stimulated, resulting in the production of written work of a higher class, both as to form and content, than any previously done by the pupils of these grades.

The value of this formal exercise in writing music can not be over emphasized.

In the high schools the work in music has been as successful as could be expected under the present assignment of three teachers to five high schools.

When music is made a major subject in the high-school course, and a teacher of music is assigned to each high school (just as teachers of drawing and of physical training are now assigned to the individual high schools), it will be possible to get results in music commensurate with its high claim as an art, and with the trained ability of the teachers assigned to do this work in the high schools.

The Central High School more nearly than any other approximates this ideal arrangement. Mr. Hoover has been assigned two and one-half days of each week to that school, and has been able because of this arrangement to do some really fine work in the development of a school orchestra and of a special chorus. Classes in harmony have been started in the high schools, and some work in music appreciation has been done in each, but the limitation in the time allotted to the subject, and the fact that music is not credited toward a diploma are factors which operate against the development of this subject in the high schools.

I urgently recommend that music be incorporated in the course of study for high schools as a major subject, and that one teacher of music be assigned to each high school, that it may be possible to develop the music proportionally to the other subjects of the high-school curriculum. At present the high-school music is entirely inadequate in its scope, although it is good in quality.

As in former years an effort has been made to broaden the music interest of the teachers in the department. Weekly meetings have been held at the office of the director for the purpose of studying the Beethoven symphonies.

The interest in this class has been general and sincere.

A class in rhythmic exercises and for the study of folk dancing as related to music, and especially as related to singing, was held each Wednesday afternoon. Many of the teachers in the department attended this class, deriving great personal benefit therefrom.

The usual number of concerts was given during the year, the more notable of those given by the department of music being the annual spring concert at the Central High School, in which the Cantata of

Ruth was presented and the annual May fete at the Western High School. On the latter occasion the entire program was arranged by the music department.

Many of the graded schools gave concerts for the benefit of the playground fund. The Thompson School gave a concert to raise money for the purchase of a Victor machine, and early in the autumn the normal school also raised money by a concert for the purchase of a Victor machine and records. This machine has been a distinct asset in the music work of the normal school.

Not only in the field of music appreciation has it an acknowledged value, but its use has developed several new and unforeseen possibilities in the way of voice development and the development of interpretative power through imitation of the artist's record.

I wish it might be possible to secure one of these machines for each school building. I know of no greater stimulus to musical appreciation and no more practical way of securing a general knowledge of the best music as performed by the great artists. The strongest of all arguments for their general use rests on the fact that the children love the music as rendered by the Victor machines, listening with an intensity of interest and respect which is guarantee of the ennobling influence of the music so studied.

The music department sustained a serious loss in the resignation of Miss Sallie T. Mason, who for many years had given efficient service in the music of the high schools. Miss Mason resigned to accept a position in Los Angeles at an advance of salary of \$550 over the salary she had been receiving in Washington. This is a strong argument for the placing of the teachers of music in the high schools in the same salary schedule with the teachers of the academic subjects. If this is not done, we shall find ourselves, as in Miss Mason's case, developing excellent teachers for other cities.

In conclusion I wish, on behalf of the teachers of the department of music, to express my appreciation of your uniform helpfulness and courtesy.

Very respectfully,

ALYS E. BENTLEY,  
*Director of Music.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF DRAWING.

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SIR: I have the honor to submit my report of the work in drawing for the year 1910-11.

In planning for this report there has been strongly before my mind a realization of the long way we have come. It is certainly a far call, from these days of constructive work, of the use of hand as well as mind, of the correlation of drawing with other studies, to the days of dreary page after page of straight lines, curved lines, squares, and circles.

It is impossible to review any phase of the teaching of drawing in the public schools during the last few years without being impressed with the improvement in curriculum and methods. This is true, of course, of education in general, but it seems to us drawing teachers to apply even more directly to our work.

Looking over the course in drawing in almost any progressive American city, there is a charm and beauty in many of the problems which makes one feel their power to interest, as contrasted with the endless type forms of his own school days.

A large part of the appeal made to the pupil lies in the fact that now more than ever the work is identified with his daily activities and home life. Some of the problems given, which are worked over with interest and pleasure by the pupils, are the placing of pictures on the wall, the placing of furniture in a room, or the placing of lettering on a poster, and when the delight of color is added they may paint a color scheme for a room, for a center-piece, for rugs or sofa cushions, or for a costume. This added charm of color seems to me one of the most wonderful advances we have made.

Ernest Batchelder says "every design is a problem," and the pupils have the opportunity to select the solution of the problem. That in itself improves their taste, for "what is taste but repeated choosing," as John Cotton Dana says.

Among the ways that the drawing fits into the pupil's school activities are the designing of posters to advertise school affairs and the planning of lettering for signs used about the school. A new form of work which has a great interest for the pupils is in connection with dramatics, the painting of scenery and costuming of the plays.

Another way of associating the drawing with the other work of the curriculum and with the pupil's outside activities has been developed

through the various forms of constructive work. In the primary grades the making of clay and paper models of Indians, Viking ships, windmills, and many other forms helps to put into concrete shape the child's ideas about the work in language and history, while in the fourth grade the children are enthusiastic over the history of transportation, worked out in paper from a wheelbarrow to an automobile.

In the intermediate grades constructive work more advanced is taken up with greater attention to the purely disciplinary value.

The pupils carefully make and ornament calendar mounts or portfolios, or do some elementary bookbinding.

Appeal is made to the child's pride in a good piece of work well done, the stress being on neatness and accuracy. The designs made by these pupils are not abstract, but are planned definitely for these special objects and applied to them.

In the secondary schools some of the forms of the constructive work are metal work in copper, brass, and silver, block printing, and stenciling. In many cases the pupils attain such a degree of proficiency as to produce something of real aesthetic value and realize that which William Morris says is the greatest height any one can reach, "joy in his work."

In the normal school the work relates, of course, very directly with the grade course of study. Because the drawing is of such great importance in a teacher's training I feel that there should be an adequate high-school preparation for the work.

I recommend, therefore, that four years of drawing in the high school, one period a week at least during the first two years and two periods a week in the third and fourth years, be a definite requirement for entrance to the normal school.

Very respectfully,

ANNIE M. WILSON,  
*Director of Drawing.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

---

SIR: There are no distinctive features to be mentioned in reporting upon the work of this department for the year just closing. In the grades the work has followed the same lines as for the past two years, with perhaps rather better success. The same obstacles which have been discussed heretofore as affecting the standard of the work still exist. I refer to the larger classes and also to the mixed classes and the many changes which are caused by the mid-winter promotions. We are making every effort to keep as near to our older and higher standards as possible.

Two new instructors were appointed to fill vacancies, and both have made successful beginnings.

The shops at the Force School and at 1023 Twelfth Street were moved to the Berret School, that building having been taken as a general manual-training center. This change makes a great improvement in the facilities for the section of the city involved. Another improvement was the returning to the Johnson Annex of the shop located for some years in rented rooms on Eleventh Street.

It has been suggested that one of the buildings in the northeast least desirable for general school purposes be taken and refitted as a manual-training center similar to the Berret. I would recommend that this be done as soon as a larger and better building to take its place can be secured. There is need of better and additional facilities in that part of the city, and the plan suggested is undoubtedly the best way to obtain them. If an eight-room building is taken, there would be room enough for considerable vocational work.

A new building for manual training in the southwest is urgently needed. It should be considered whether a building large enough to house several lines of vocational work should not be asked for.

By the time these buildings could be made ready we shall have had at least two years' experience with vocational classes and should be in position to proceed more intelligently in the development of this practical work.

More money is needed for the McKinley night school if its possibilities are to be realized. Insufficient funds, leading to inefficient organization and short sessions, will endanger the attainment of any degree of success sufficient to commend this phase of the work.

Three of the regular manual-training men have given from one to three days' time each week to the special classes of ungraded and atypical children. I have only praise for the results they have accomplished, but I am still of the opinion that special men for this work would be far preferable. There should be a daily lesson especially for atypical children, hence there should be men enough to insure it. And just as the classroom teaching of these pupils is worth more than the regular grade salary, so is this special teaching worth more. If it is done conscientiously, it is very exacting and should be paid for accordingly. There can, I think, be no question as to its great value to the children of these classes.

I have given so much space heretofore to the subject of manual-training salaries that I hesitate to add thereto. It is the most vital matter concerning the department. It has been kept in the foreground for the last five years, or ever since the passage of the law which discriminates against everything intimately or remotely pertaining to manual training. This prominence has not been due to the activities of those discriminated against and seeking relief so much as to the passing of events. I refer to the loss of capable teachers who have left for better pay elsewhere; to the, for the most part futile, efforts to fill their places with competent persons. I will content myself with repeating one statement in a former report: In this school (McKinley) the teachers of every subject which aids in making it a distinctive school are discriminated against in salary. The minimum is \$200 less than that of other subjects and the maximum is \$450 below that in other subjects. The rate of increase is so slow that it requires about twice as long to reach in regular promotion this lower maximum.

The third extension to McKinley with the preparation for its equipment have taken a great deal of my time and effort. My compensation will be found in the knowledge that when the new part is completed and all the changes are made in the old part to make the whole a unit it will be far better than ever before. Considering the fact that it will have been constructed in four sections under as many contracts, it will be much better than one would naturally expect. Every effort should now be made to obtain a suitable gymnasium for it. There is room upon the present site for providing this in a separate building, which is without doubt the better plan.

Very respectfully,

J. A. CHAMBERLAIN,  
*Supervisor of Manual Training.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE SUPERVISOR OF MANUAL TRAINING.

---

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Very respectfully,

J. A. CHAMBERLAIN,  
*Supervisor of Manual Training.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF THE DIRECTOR OF DOMESTIC SCIENCE.

---

SIR: I have the honor to make report concerning the work in the department of domestic science for the year ending June 30, 1911.

This department might be called by the title "Home science," or better still "Home economics," for though primarily started to teach the girls of the upper grades how to properly cook the staple food-stuffs, its aim now is to teach these girls how to conduct or manage a home. In the work as it is now being given, emphasis is laid on economical buying and using of the various materials needed in the home; on planning and doing the work to save time and labor; on the means available for protection against the inroads of disease; on the importance of a well-regulated diet, a sufficient amount of rest (especially of sleep), and of wholesome work to establish a vigorous physical and mental life.

We do not forget that we learn through doing, so give as much actual experience in selecting, buying, cooking, and serving foods; in washing dishes, sweeping, dusting, and other household activities, as is possible with the time and means at our disposal.

For the general course of work, see the printed outline, as no great change was made during the year. A few more lessons were given the classes of the seventh and eighth grades in preparing materials for lunches and picnics and in serving simple meals than in other years. These meals are very simple ones, indeed they must be simple, in order to complete the lesson (which includes washing the dishes and cleaning the room as well as cooking and serving the food) in the allotted hour and a half. This is a most important series of lessons and is all the instruction many of these girls ever receive in buying, planning, and serving meals, because so few of them enter the manual high school.

### HIGH SCHOOLS.

I earnestly hope appropriation for the extension of this work to the academic and the business high schools will be obtained in the near future. Certain parts of the course as given in the manual high school should be given to all high-school students, boys as well as girls. A lesson a week for two years or of two a week for one year would certainly enable these students to more intelligently select the food they eat and to otherwise do that which would keep them

in good physical health. In such a course emphasis should be laid on the building of a strong, clean individual as of prime importance, and the foundation of a happy, successful manhood and womanhood.

The work at the McKinley School was carried on with little change. The papers offered this year in competition for the prizes given by Dr. George M. Kober were the best that have been submitted. All of them were well and carefully prepared, and while good, so far as they went, prove that the time allotted for this work is not enough. The time of an entire year should be given up to the work connected with the preparation of meals. In the time now allotted the pupils gain only a limited knowledge of the possible combinations of food materials and dishes for a meal. They should have more time to study this, to plan meals to meet various conditions of season, of income, and of individual requirements; also to gain experience through the actual work of serving many meals which they have planned. They should also have some lessons in bookkeeping with this work.

#### SPECIAL SCHOOLS.

The preparation and service of luncheons was the new feature of the work with the "special" classes. The food material and the dishes prepared by these pupils was of such character that it could be used for the mid-day lunch. As the object of this work was to secure for the children a sufficient amount of wholesome, nutritious food at noon, they were asked to bring a few pennies a day to provide the raw material. In other words, they bought the materials for their lunch, then were taught how to cook and to serve it, for the lunches, when prepared, were sent on trays to the classrooms and served to the children. After 1 o'clock some of them returned to the kitchen to wash the dishes and the towels and do other housekeeping tasks. While this increased the work and the responsibility of both the regular and the special teachers of these classes, all were satisfied the children gained much from it. They were stronger and able to endure for longer periods, and in addition had learned to do many useful things and something about the etiquette of the table.

#### NIGHT SCHOOLS.

That good work is being done in the community is proven by the popularity of the night classes in this department. Six teachers were employed, as shown in the accompanying statistical statement. Housekeepers, prospective housekeepers, mothers of young children, nurses, and social workers find the work meets their needs, so attend the classes regularly and tell others of the work. Like the day-school work, this has been slowly but steadily broadened from the mere cooking of simple foodstuffs until it treats of all questions pertaining to the health and well-being of the home and the family.

## NEW KITCHENS.

One new center was established at the John Eaton School. Two others are needed, one at Chevy Chase, where at present the work is elective, for the distance to the nearest city school is great. As many parents object to the expense of sending them and to letting their girls travel this distance on the street cars without the companionship of some adult, very few of the pupils elect to take it. As those who do take it must be assigned an afternoon period and be sent to a school which is on a car line connecting with the Chevy Chase line, the difficulties of making the programs are greatly increased. We therefore ask that appropriation be secured to put up in the vicinity of the Chevy Chase School a building where the various manual arts may be taught.

The other new center is needed in the neighborhood of the Petworth School, to accommodate the children of that rapidly growing section. Johnson Annex and Brightwood, the nearest centers, are too far away to be used by them.

Because of the rapid increase in the number of pupils at Langdon, we may be obliged to relinquish the use of the room we now have in that building, and as there is no suitable house in that section the pupils will have to be accommodated in one of the city schools; then, because of the expense of car fare, few will come in for it. In all these suburban places it would be a wise policy to fit up the space between the rooms on the second floor for the use of the classes taking the course in cooking. These spaces are smaller than the regular rooms, so will never be used by the regular grades as classrooms, but by keeping the classes in cooking small and having the recipe writing done in the regular classroom under the direction of the grade teacher we could use this space and not have to use basement rooms. I seriously object to having the kitchens in the basement. Few of such rooms are above ground, have full height ceiling or full length windows, hence are neither well lighted nor well ventilated. We are endeavoring to teach the people that the place where the food of the family is kept and prepared should be well ventilated, and that the room in which the woman of the house must spend so many hours a day must be one of the pleasantest in the house. When we try to teach these things in a basement room, which all acknowledge would never be used for classrooms, the result is they do not accept the teaching because we do not practice it.

## LUNCH ROOMS.

I wish to recall to your attention a plea made in a former report for the establishment of lunch rooms in all high and normal schools, and to urge the adoption of some plan which will make them an educational feature of our system and will guarantee to the public

good, wholesome, moderate-priced food for the students. Such lunch rooms can be made entirely self-supporting after they are furnished, and besides giving the students opportunity to secure food which will strengthen the physical being and increase the powers of endurance, it will offer them excellent opportunities to learn how to prepare food in large quantities, the commercial value of prepared stuffs and the business details connected with its management.

Such work as planning to have things ready at a stated time in spite of all hindrances and to serve numbers of persons in a limited time and space, as keeping accounts, making out bills, banking the money and drawing the checks; as estimating the cost of the raw material, the fuel, and the labor expended in the preparation of an article to determine the selling price, would certainly be splendid vocational training for both boys and girls.

Before this report is printed the lunch room at the McKinley School will be ready for use, and at the time of writing this no policy for its management has been formulated. If the privilege of running it is given to a caterer, the school can never successfully control prices, quality, and quantity of food, nor make this an educational factor for the training of its students. I therefore urge the adoption of some policy which shall cover all lunch rooms and keep the control within the hands of school authorities.

#### CORPS OF TEACHERS.

The personnel of the corps of teachers was materially changed this year by the resignation of four who accepted positions elsewhere which paid better salaries, by the granting of a leave of absence to one other, and by the continued illness of another. Six new teachers in one year—four of whom had no acquaintance with our system of teaching, our ideals, or our city—greatly increased the labors of the director. If these teachers had not been anxious to learn and ready to accept criticism and suggestion, the work would have suffered very much, for these teachers exercise influence over 200 pupils each, and constituting a third of the corps might have seriously crippled the work. They did not, but we are confronted by the possibility, for those who come to us from other cities will not stay with us many years. They accept the low salary offered for a year's or two years' residence in the capital of the country, but after that they seek higher salaries and obtain them. The low salary offered and the small rate of increase are not sufficient reward to induce our girls to go away for two or more years to study and prepare for this work, hence it is a difficult matter to secure teachers to fill the vacancies. We secured just enough for this year—no more.

I earnestly advocate a higher initial salary and a more rapid increase for the teachers in this department. Then we may hope to secure

and to keep well-trained and efficient teachers. Such teachers are not obtained from a group of high-school graduates, but are the result of native ability and interest, strengthened and broadened by several additional years' study of chemistry, physics, physiology, hygiene, bacteriology, and of those subjects on which the proper conduct of the home and the principles of teaching depend. As the outlay to obtain this training is great, the salary offered by this city is too low, hence should be raised.

I heartily thank you for the many kindnesses and the great patience shown me in all our conferences and for the assurance that you think we do good work.

I append the usual statistical statement concerning the work.

SEPTEMBER TO FEBRUARY.

Name of teacher.	Where teaching.	Pupils received from—	Number of pupils.	Number and kind of classes.	Amount spent for groceries.
A. M. McDaniel....	3233 N Street.....	Curtis, Hyde, Addison, Jackson, Fillmore.	204	6 seventh A, 2 seventh B, 5 eighth A, 2 eighth B.	\$35.60
L. K. Preston.....	730 Twenty-fourth Street.	Grant, Toner, Weightman, and Corcoran.	187	5 seventh A, 2 seventh B, 5 eighth A, 2 eighth B.	24.86
	Brightwood.....	Brightwood and Petworth.	.....	.....	.....
F. B. Espey.....	Berret No. 1.....	Thomson, Force, Adams, Harrison, and Chevy Chase.	172	5 seventh A, 2 seventh B, 5 eighth A, 2 eighth B.	35.26
L. Dombusch.....	Berret No. 2, Good Hope, and Woodburn.	Dennison, Phelps, Chevy Chase, Stanton, Woodburn.	124	6 seventh A, 3 eighth A, 2 eighth B.	22.61
A. F. Seiler.....	H. D. Cooke, Tenley, and Eaton.	H. D. Cooke, Morgan, Tenley, Eaton.	144	4 seventh A, 2 seventh B, 4 eighth A, 1 eighth B.	34.11
K. D. Jones.....	Johnson Annex.....	Johnson, Powell, Ross, Hubbard, and Monroe.	211	5 seventh A, 3 seventh B, 4 eighth A, 2 eighth B.	35.46
E. R. Tiffany.....	Takoma and Brookland.	Takoma and Brookland.	71	2 seventh A, 1 seventh B, 2 eighth A.	16.16
M. A. Burns.....	609 O Street.....	Henry, Polk, Morse, Twining, and Abbott.	190	5 seventh A, 2 seventh B, 5 eighth A, 2 eighth B.	30.31
V. P. Wilkinson....	212 H Street NW. and Langdon.	Seaton, Blake, Gales, Arthur, Webster, and Langdon.	191	4 seventh A, 4 seventh B, 4 eighth A, 3 eighth B.	28.44
M. J. Merillat.....	Emery.....	Emery, Gage, and Eckington.	177	4 seventh A, 2 seventh B, 6 eighth A, 2 eighth B.	33.79
N. I. Riggles.....	Northeast Industrial.	Taylor, Ludlow, Blair, Hayes, and Edmonds.	178	4 seventh A, 3 seventh B, 4 eighth A, 1 eighth B, 2 advanced.	28.95
N. B. Rutherford...	1338 H Street NE.	Wheatley, Webb, Madison, Pierce, and Blow.	158	4 seventh A, 2 seventh B, 4 eighth A, 1 eighth B, 1 advanced.	28.48
E. W. Saxton.....	646 Massachusetts Avenue.	Peabody, Hilton, Barber, Maury, and Edmonds.	205	6 seventh A, 2 seventh B, 4 eighth A, 3 eighth B.	34.56
Florence Jenkins...	B. B. French No. 1	Wallach, Towers, Lenox, Brent, and Dent.	189	7 seventh A, 2 seventh B, 3 eighth A, 3 eighth B.	34.02
Alice Burritt.....	B. B. French No. 2	Cranch, Bryan, and Buchanan.	115	4 seventh A, 2 seventh B, 2 eighth A, 1 eighth B.	22.36
M. E. Davis.....	Jefferson.....	Jefferson, Amidon, Bradley, Bowen, and Smallwood.	221	6 seventh A, 2 seventh B, 6 eighth A, 1 eighth B.	29.93
M. L. Pollard.....	Van Buren A, Congress Heights, Industrial Home, and John Eaton.	Van Buren, Orr, Ketcham, Congress Heights, Industrial Home, and John Eaton.	121	6 seventh A, 1 seventh B, 4 eighth A, 1 eighth B.	16.68

FEBRUARY TO JUNE.

Name of teacher.	Where teaching.	Pupils received from—	Number of pupils.	Number and kind of classes.	Amount spent for groceries.
A. M. McDaniel.....	3233 N Street.....	Curtis, Jackson, Fillmore, Hyde, and Addison.	206	4 seventh A, 3 seventh B, 3 eighth A, 5 eighth B.	\$39.35
L. K. Preston.....	730 Twenty-fourth Street.	Grant, Toner, Weightman, and Corcoran.	185	2 seventh A, 5 seventh B, 2 eighth A, 4 eighth B.	35.93
	Brightwood.....	Brightwood and Petworth.			
F. B. Espey.....	Berret No. 1.....	Thomson, Force, Adams, Harrison, and Chevy Chase.	190	2 seventh A, 5 seventh B, 2 eighth A, 5 eighth B.	42.05
L. Dombusch.....	Berret No. 2, Good Hope and Woodburn.	Dennison, Phelps, Chevy Chase, Stanton, and Woodburn.	123	1 seventh A, 4 seventh B, 2 eighth A, 4 eighth B.	31.52
A. F. Seiler.....	H. D. Cooke, Tenley, and John Eaton.	H. D. Cooke, Morgan, Tenley, and John Eaton.	145	1 seventh A, 4 seventh B, 2 eighth A, 4 eighth B.	34.13
R. E. Gonzenbach..	Johnson Annex...	Johnson, Powell, Ross, Hubbard, and Monroe.	232	3 seventh A, 5 seventh B, 2 eighth A, 5 eighth B.	39.87
E. R. Tiffany.....	Takoma and Brookland.	Takoma and Brookland.	78	1 seventh A, 2 seventh B, 1 eighth A, 2 eighth B.	19.92
M. A. Burns.....	609 O Street.....	Henry, Polk, Morse, Twining, and Abbott.	196	2 seventh A, 6 seventh B, 2 eighth A, 5 eighth B.	38.81
V. P. Wilkinson....	212 H Street NW. and Langdon.	Seaton, Blake, Gales, Arthur, Webster, and Langdon.	195	5 seventh A, 4 seventh B, 3 eighth A, 3 eighth B.	36.28
M. J. Merillat.....	Emery and Langdon.	Emery, Gage, Eckington, and Langdon.	182	2 seventh A, 3 seventh B, 3 eighth A, 5 eighth B.	40.69
N. I. Riggles.....	Northeast Industrial.	Taylor, Ludlow, Blair, Hayes, and Edmonds.	168	4 seventh A, 4 seventh B, 1 eighth A, 5 eighth B.	30.22
N. B. Rutherford...	1338 H Street NE..	Wheatley, Webb, Madison, Pierce, and Blow.	152	1 seventh A, 4 seventh B, 2 eighth A, 3 eighth B, 1 advanced.	33.48
E. W. Saxton.....	646 Massachusetts Avenue NE.	Peabody, Hilton, Carriger, Maury, and Edmonds.	232	4 seventh A, 4 seventh B, 3 eighth A, 4 eighth B.	45.11
Florence Jenkins (Adelaide Waring temporary teacher).	B. B. French No. 1.	Wallach, Towers, Lenox, Brent, and Dent.	187	4 seventh A, 5 seventh B, 2 eighth A, 3 eighth B.	46.81
Alice Burritt.....	B. B. French No. 2.	Cranch, Bryan, and Buchanan.	102	2 seventh A, 2 seventh B, 2 eighth A, 2 eighth B.	30.95
M. E. Davis.....	Jefferson.....	Jefferson, Amidon, Bradley, Bowen, and Smallwood.	215	3 seventh A, 5 seventh B, 1 eighth A, 5 eighth B, 1 advanced.	40.92
M. L. Pollard.....	Van Buren A, Congress Heights, Industrial Home, John Eaton, and Benning.	Van Buren, Orr, Ketcham, Congress Heights, Industrial Home, John Eaton, Benning and Kenilworth.	137	1 seventh A, 5 seventh B, 3 eighth A, 3 eighth B.	32.12

## SEPTEMBER TO JUNE.

## MANUAL TRAINING HIGH SCHOOLS.

Name of teacher.	Where teaching.	Number of pupils.	Amount spent for groceries.
M. White.....	McKinley.....		\$71.43
E. W. Cross.....	do.....		

## SPECIAL SCHOOLS.

E. R. Tiffany.....	625 Q Street NW.....	2 days.....	\$15.74
Do.....	605 P Street NW.....	½ day.....	
Alice Burritt.....	819 Sixth Street SW.....	2 days.....	22.37
N. B. Rutherford.....	1322 Maryland Avenue NE.....	½ day.....	4.90
A. F. Seiler.....	25 Fifth Street SE.....	1 day.....	23.47

## NIGHT SCHOOLS.

E. R. Tiffany.....	Berret.....	2 nights...	\$28.74
V. P. Wilkinson.....	212 H Street NW.....	do.....	22.75
N. B. Rutherford.....	1338 H Street NE.....	do.....	20.23
Alice Burritt.....	646 Massachusetts Avenue NE.....	do.....	29.31
Marian White.....	McKinley.....	do.....	
E. W. Cross.....	do.....	1 night....}	30.50

Very respectfully,

E. S. JACOBS,  
*Director of Domestic Science.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF DOMESTIC ART.

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SIR: The department of domestic art began its work for the past year with a working force of 26 teachers and 7,774 pupils. Of these, 3 teachers and 260 pupils are at the McKinley Manual Training School.

No changes in the personnel of the corps have come about within the last year, but the work has progressed with unusual smoothness and success. The teachers have shown an increasing earnestness and efficiency and the effect is very evident upon the pupils in the added interest they have taken in their lessons, and in the excellence of the results.

Some extra equipment has been placed in three of the schools—Chevy Chase, Reservoir, and Hamilton. Sewing machines have been installed here, making it possible to carry the work on more completely in the sixth grades. A change has been made in the removal of the Emery and Eckington sixth-grade classes to the Gage sewing room, owing to the increased number of cooking classes at the Emery, rendering an overcrowded condition of the room which was shared in common by the two departments.

A meeting was held each month with the teachers and director in conference for the interchange of ideas and experiences and for the planning of new work. These meetings have done much to promote that spirit of unity and good fellowship which is so essential to the smooth running of any cooperative work. This has further been increased by the director's constant visiting of classes, with the idea of offering whatever advice and help seemed necessary to the teachers. Every class in the city has been visited during the year, and many of them oftener, according to their need.

The work in the grades has for its aim teaching which will be of practical value to the child for the rest of her life. Every stitch that is taught is shown to be of certain definite value, and its usefulness put to the test in its application to some article made by the child. These articles, such as kitchen holders, button bags, needle-books, etc., and later on miniature and full-size garments, mean something, and create interest and pride in the making. The theoretical side is not lost sight of, however, in any way. Each new subject has its theory explained first, and, in addition, the teachers give entertaining and useful little talks to the classes upon the history, use, manufacture, etc., of the tools and materials they use. This arouses much interest and makes the work more vital. The

work in the third, fourth, and fifth grades is a gradual development in plain sewing, and when the sixth grade is reached the child is ready for the more advanced work which marks this year. Miniature shirt-waist suits are made, which illustrate perfectly all the principles needed for the full-sized garments. The apron, cap, sleeve protectors, and holders used in the seventh and eighth grades for domestic science work, are made here. The usual practice of spending a few weeks in December in the preparation of small gifts for Christmas was continued.

During the year 1909-10 the custom was introduced of having extra work on hand in each class for the quicker pupils, the results to be devoted to some charitable object. At this time the money for the purchase of the materials was given by the teachers themselves. The project proved a most fortunate one. The pupils were intensely interested in doing work for those less fortunate, as well as benefited by having their class time profitably occupied, when through exceptional speed in working, or through cases of repeating the term, they finished the allotted work before the majority of the class. Several girls worked together upon each garment, creating a good cooperative feeling. In the past year, however, the conditions of this phase of the work have been even more favorable. The ideal principle, of course, is for the children themselves to contribute the money for these garments so that their gifts may mean something to them in sacrifice as well as work. It was not deemed advisable to suggest more than one donation from the pupils so the committee in charge very kindly allowed this department \$40 from the regular Thanksgiving offering of the schools. Only a little more than half of the apportionment was spent, owing to lack of time for the completion of more work, but from this amount 111 garments were finished, consisting of infants and children's clothing, and turned over to the Associated Charities for distribution among needy school children, and to be used at Camp Good Will, the children's summer home. In addition, about 70 garments begun last year were finished. It is hoped that next year even more may be done along this line.

There has been marked progress in the work of the atypical classes, which number 5, 75 pupils being given instruction. One of the domestic-art teachers devotes half of her time to this work, two and a half days per week, but while her work is highly satisfactory it would be well to have a teacher for these classes who had no duties in the regular school whatever. The nature of the work demands specialization. The boys as well as the girls are given instruction, and an effort is made to have as much cooperation as possible; for instance, the boys in one of the schools have built, with the assistance of the manual-training instructor, a house which the girls are furnishing. In another class all the girls work together

upon the wardrobe for a large doll. Aprons are made, and many other articles, the practical value of which can be appreciated by the pupils.

The domestic-art department of the McKinley School has just concluded its most successful year under the guidance of its efficient group of teachers. The course here is arranged with a view not only to its unity but also to the economy it instills in the girls. Careful and judicious buying of materials is taught as one of the main principles, as well as good taste in selection of color and design. Beginning with the first year the work is planned to show a gradual development from the simplest forms of undergarments to the shirtwaist suit, and on through the lined dress and tailored suit. These subjects are dealt with in a thoroughly practical way, fitting a girl to dress with judgment whatever her walk in life is to be.

Millinery is taught in the last three years of the course. The girls first make the frames, then cover and trim them according as they progress from class to class. Toward the end of the course quite elaborate forms of millinery are undertaken, and much work is done by the pupils in school for the members of their families. Many girls have gone out from this school and found profitable employment along these lines, and others are specializing with the idea of fitting themselves as domestic art teachers. Last year one young lady was graduated from the local normal school who had made this preparation, and another is now in that school who is doing special work with a view to teaching these branches, her normal practice work being in the sewing classes. It is hoped that before much more time has elapsed there may be fuller courses regularly incorporated in the normal-school curriculum which will fit candidates for service in the domestic art department. It is also recommended that the time for a normal graduate's eligibility in this department be extended beyond the regulation year, owing to the fact that there is so much less demand for these special teachers than for those entering the regular grade work.

At Easter a very comprehensive exhibit of the work of the school was held at the McKinley School. Here were displayed the results of the year's work in a most gratifying way. A complete exhibit of the work of the grades and high schools was sent to Italy during the winter, to be entered in the Turin Industrial Exposition.

Very successful night classes have been held at the McKinley School during the past year. These have given instruction to a great many women and girls of a most excellent class, many of them department clerks, teachers, or young housekeepers feeling the need of such help.

There is a demand for more schools of this type, and much could be accomplished by them. There is need, also, of a new teacher for the

day schools, the exigencies of the growing work demanding more workers.

It is unfortunate that the grade work should stop where it does, at the sixth grade, when the child is just beginning to grasp its value and dignity. For those pupils who are to attend the academic high schools, domestic art instruction ends here. It would be of the greatest advantage to those pupils if the work could be continued through the seventh and eighth grades and installed in all the high schools. At least, it would be advisable to have what has been suggested—vocational schools—where those pupils who have the inclination may pursue these courses to some logical conclusion, and not have to be cut off at a point where real appreciation is just beginning.

The encouragement and kindly sympathy of the superintendent of schools has been the greatest help to the director of this department, and she extends to him and the board of education her most sincere thanks.

THIRD, FOURTH, AND FIFTH GRADES.

Teachers.	Schools visited.	First half year.		Second half year.	
		Number of pupils.	Number of classes.	Number of pupils.	Number of classes.
K. E. Bresnahan.....	Benning, Van Buren, Ludlow, Taylor, Morse, Abbot, Blow, Gales, Langdon, Takoma, Petworth, Hilton, Peabody, Buchanan, Twinning, Abbot, Madison, Taylor, Blake, Brookland.	243	14	241	13
A. B. Conway.....		274	14	279	14
N. E. Counselman.....		442	24	425	24
C. Dodson.....	Grant, Toner, Wheatley, Webb, Pierce, Jefferson.	447	23	442	23
K. Graham.....	Amidon, Smallwood, Bowen, Jefferson, Greenleaf, Bradley.	434	21	449	22
M. C. Henry.....	Adams, Morgan, Force, Dennison, Seaton, Harrison, Webster.	425	22	417	21
M. E. Littell.....	Thomson, Webster, Henry, Polk, Edmunds.	392	21	403	21
J. Lowe.....	Stanton, Congress Heights, Van Buren, Ketcham, Reservoir, Threlkeld, Potomac, Weightman.	317	18	316	18
I. F. O'Neal.....	Blow, Kenilworth, Brightwood, Brightwood Park, Monroe, Hayes, Blair, Hamilton.	359	20	350	21
E. J. Ridgway.....	Arthur, Woodburn, Powell, Eaton, Johnson, Chevy Chase, Gage.	348	22	340	23
A. M. Riggles.....	Orr, Cranch, Tyler, Bryan, Lenox, Van Ness.	467	21	399	23
E. E. Smith.....	Towers, Brent, Wallach, Dent, Carberry, Maury, Buchanan.	470	24	452	24
C. L. Stanton.....	Jackson, Fillmore, Curtis, Addison, Hyde, Corcoran, Tenleytown.	464	24	423	24
J. White.....	Ross, Hubbard, Cooke.	257	11	273	12
L. White.....	Brookland, Eckington, E m e r y , Franklin, Phelps.	317	16	305	16
Total.....		5,656	295	5,514	299

SPECIAL CLASSES (ATYPICAL).

A. S. Medford.....	625 Q Street, 810 Sixth Street SW, Fifth and C Streets SE., 3233 N Street, 1322 Maryland Avenue NE.	71	9	71	9
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## SIXTH-GRADE CLASSES.

Teachers.	Location of sewing center.	Pupils received from—	First half year.		Second half year.	
			Number of pupils.	Number of classes.	Number of pupils.	Number of classes.
S. C. Bartholow....	212 H Street NW ..	Seaton, Webster, Gales Blake, Arthur.	131	9	126	9
Do.....	607 O Street.....	Henry, Polk, Twining, Abbot.	72	5	76	5
K. E. Bresnahan....	Benning.....	Benning.....	8	1	8	1
Do.....	Gage.....	Gage.....	40	3	53	3
Do.....	Van Buren.....	Van Buren, Ketcham .....	29	2	32	2
Genevieve Cassin....	730 Twenty-fourth Street.	Grant, Toner, Weightman, Corcoran.	91	6	91	6
Do.....	3233 N Street.....	Curtis, Addison, Threlkeld, Hyde, Jackson, Fillmore.	112	8	124	8
Do.....	Tenleytown.....	Tenleytown.....	18	1	18	1
M. V. Conboye....	Berret.....	Thomson, Force, Adams, Morgan, Dennison, Phelps, Harrison.	142	12	157	12
A. B. Conway....	Langdon.....	Langdon.....	21	2	17	2
Do.....	Takoma.....	Takoma.....	29	2	24	2
Do.....	Brightwood.....	Brightwood.....	19	1	19	2
Do.....	Petworth.....	Petworth.....	19	1	18	2
S. M. Davidson....	Johnson Annex.....	Johnson, Powell, Monroe.....	99	5	80	6
Do.....	Peabody.....	Peabody, Carbery, Hilton, Edmonds, Maury.	145	9	132	8
Jennie Lowe.....	Good Hope.....	Stanton.....	5	1	7	1
Do.....	Congress Heights.....	Congress Heights.....	18	1	16	1
Do.....	Reservoir.....	Reservoir.....	15	1	15	1
A. M. Medford....	Potomac.....	Jefferson, Amidon, Smallwood, Greenleaf, Bowen.	115	7	120	7
I. F. O'Neal....	Kenilworth.....	Kenilworth.....	10	1	9	1
Do.....	Hamilton.....	Hamilton.....	2	—	2	—
E. J. Ridgway....	Chevy Chase.....	Chevy Chase.....	11	1	9	1
Do.....	Woodburn.....	Woodburn.....	4	—	4	—
Do.....	Eaton.....	Eaton.....	7	1	9	1
A. M. Riggles....	Orr.....	Orr.....	11	1	11	1
E. R. Thornton....	B. B. French.....	Wallach, Towers, Buchanan, Bryan, Cranch, Tyler, Lenox, Brent, Dent, Van Ness.	238	15	237	15
J. White.....	Johnson Annex.....	Hubbard, Ross.....	51	3	51	3
Do.....	H. D. Cooke.....	H. D. Cooke.....	45	3	46	3
L. White.....	Brookland.....	Brookland.....	27	2	30	2
R. E. Wilson....	Gage.....	Emery, Eckington.....	53	3	46	4
Do.....	N. E. Industrial.....	Hayes, Blair, Ludlow, Taylor, Madison, Pierce, Webb, Blow, Wheatley.	165	11	153	11
	Potomac.....	Bradley.....	35	2	37	2
Total.....			1,787	120	1,777	123

Very respectfully,

MARGARET W. CATE,  
*Director of Domestic Art.*Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF DIRECTOR OF PHYSICAL TRAINING.

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SIR: Probably the most important later development of our work has been the great advance in the playground movement in our schools. So great was the desire on the part of principals to know more of what could be accomplished on their own school grounds that the time seemed ripe for a series of meetings which were held by the director of physical training for the discussion of all phases of playground work, including the most desirable equipment, the physical appearance of the ground, the duties of the play teacher or supervisor, etc.

The principals were divided into three groups, namely those having fairly well equipped grounds, those having large grounds not equipped, and those having small yards. The meeting of each group of principals was held in a school building having a playground which corresponded with their own in size and conditions. They also had the opportunity to see children at play on a ground where the principal had developed the work under conditions similar to their own.

By this means a great impetus was given to the improvement of school yards and the encouragement of play and athletics. The idea took hold, so that teachers were ambitious to get money necessary to improve their grounds and were willing to work to secure it. Special prices for athletic goods and playground equipment were obtained. A list of the various playground materials with special prices was sent to each supervising principal and through him to the principals, so that pupils and teachers had the opportunity to select whatever they desired.

### OUTDOOR EXERCISES, GAMES, AND ATHLETICS.

Following these meetings of principals came the spring round of visits of the special teachers of physical training who devoted their time to plays, games, folk dances, and athletics, each class being taken out of doors for the work. In this way the special teachers were able to help the ambitious principal to organize the recess plays and games and their efforts were appreciated. By cooperation of the physical training teacher and the principal, school athletics made a great stride forward.

## REMOVAL OF DIVIDING FENCES.

We have encouraged the removal of the dividing fence between the boys' and the girls' side of the older and smaller yards. This has been found a distinct advantage in supervision of the ground, gives greater freedom of space, improves the general appearance of the yard, and saves constant expense of fence repairs. Principals who have tried the plan for years speak highly of the change. They find it a help in discipline and feel that it has been without disadvantage to either sex.

## CARDS FOR SPECIAL DEFECTS.

Cards were printed for the special cases which the physical-training teacher desired to reach by individual work. The cards had space for the name and age of the pupil, a statement of the physical defect attempted to correct, the special exercise prescribed each month to overcome the defect, the monthly improvement noted, and space for the signature of the parent. These were taken home by the pupil with definite directions for home effort and help, and returned signed by the parent.

Much good was accomplished in this way which could not be secured through general exercises of the class. The personal attention was faithfully and regularly carried on by the special teacher, and at the same time advantage was taken of the opportunity in private talks to help individuals in those matters of personal hygiene which each seemed to lack. Among other things a systematic effort was made to note and speak of the nervous habit of biting the finger nails which is surprisingly common among school children.

## SPECIAL SCHOOLS.

In developing the course in the special schools, probably the most interesting new feature was that worked out in Miss Robey's ungraded school. One form of physical exercise here consisted of individual physical stunts and group contests. A large space in front of the room enables the pupils to do what could not be done in the ordinary schoolroom. Two large mats were secured upon which were performed all sorts of acrobatic feats with safety. These were not done by a few experts showing off, but rather each exercise was attempted by each child in turn with varied success according to age and practice. All effort was appreciated and no one felt discouraged. The whole series of exercises resulted in the best effort of each and all in a spirit of rollicking fun which has its reflex effect upon the individual.

This is a form of physical exercise specially adapted to boys and it is our intention to develop it in all special schools where space is

available. The work was started by Miss Oberly, who will continue to do similar work in other of the special schools which she has under her charge.

#### NEW TEACHERS.

While circumstances have brought about a number of changes in the personnel of the physical-training department, we have been fortunate in that there has been no deterioration in the quality of supervising power and special work on the part of the corps as a whole.

Three of the teachers are new to the department. Miss Stella Cullen is a graduate of the New Haven (Conn.) Normal School of Physical Training. Miss Grace Houchen brought with her the experience of six years as an efficient grade teacher in our schools, while Miss Elizabeth O'Daniel by special examination showed superior ability and is one of our normal-school graduates. These teachers have received special commendation from the regular teachers for their faithfulness and ability.

Very respectfully,

REBECCA STONEROAD,  
*Director of Physical Training.*

Mr. A. T. STUART,  
*Superintendent of Public Schools.*

## REPORT OF THE DIRECTOR OF KINDERGARTENS.

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SIR: Owing to the small number of salaries appropriated for the kindergarten department in 1910-11, only three new kindergartens were opened, two in the white and one in the colored schools. One of the new kindergartens for white children was located in the new Potomac School and one in the Langdon School.

Including the practice kindergartens, the year 1911 closes with 46 kindergartens for white children and 23 for colored children; but until the number of kindergartens equals the number of first grades we will not feel that this system of training has attained its full measure of usefulness.

A regular class in program methods was held by the director in the hall of the new Thomson School, the principals meeting the second Friday and the assistants the third Friday of every month. Although these meetings were practically the same, the younger teachers discuss their problems more freely without the restraint of the more experienced kindergartners. Each teacher was required this year to make out her own program book and to compare her practical work with the theoretical outlines given in class. This was done, not only that the kindergartner might be able to intelligently define her own practice, but that she might also grasp the truth that educational principles should be working forces, operative in practice—that method is but embodied theory.

A class for special study was also held this year, in which enrollment was voluntary. The course was divided into two periods, the first comprising six consecutive weeks in the fall and the latter eight weeks during the winter and early spring. The book selected for study was "The Psychology of Thinking," by Miller, supplemented by suggested reading.

In addition to this class, a talk on "The Land of Froebel and its Kindergartens" was given by the director, who had the fortunate experience of traveling through Germany last summer and visiting all the places connected with the life and work of the great apostle of childhood. Through the kindness of a local firm a post-card lantern was loaned for this lecture, which enabled the kindergartners to become familiar, in picture form, with the beautiful Thuringian country, the cradle of the kindergarten.

At the request of one of the oldest living kindergartners, who was trained by Frau Froebel herself, an exhibit of the children's work was prepared during the latter part of the year to be sent to Germany, that the little children in the birthplace of our founder might see what we were doing in this far-off land and that the teachers might feel, through this new tie, that we were not unworthy of our watchword, "Unity."

This exhibit was selected from work sent in by many different kindergartens and consisted of free work in painting, crayons, cutting, sewing, and weaving. A collection of photographs was also sent, showing kindergarten classrooms and groups of children taken by the teachers in school grounds, parks, and many of them taken at the annual play festival, showing large numbers of children skipping, dancing, or playing the beautiful symbolic games which go back to the time of Froebel and illustrate his marvelous insight into universal child nature.

The play festival was held this year in the usual place in front of the National Museum, and in spite of the intense heat every school was present.

The program was somewhat changed, for the songs were omitted and in the intermission between the two groups of games the band played for the children selections from the great composers, The Anvil Chorus, Trumerei, etc. When the Anvil Chorus started many children kept time with imaginary hammers, for the music had become familiar to them through the game of the blacksmith. During the playing of Trumerei one little Italian boy softly whispered to his teacher, "Are they playing God," showing that the message of the music had found its true response and that the child heart could interpret its beauty.

The members of the Marine Band, who give their services to us each year, seem to have a genuine interest in this festival, and this year the leader offered to take the simple music of the games and arrange it for the various instruments, freely giving his valuable time and work for the children's cause.

The concerted movement in the schools this year to organize parents and teachers clubs in each building found earnest and hearty cooperation from the kindergartners, who were glad to welcome this recognition of the need for bringing the home and school into closer relations.

The kindergarten teachers have been pioneers in this cause, for mothers' meetings and clubs have formed a part of our regular work ever since the kindergarten became incorporated into the school system. We feel that a teacher can not fulfill her true mission or minister intelligently to the needs of the children without a knowledge of home conditions on the one side and on the other the cooperation of

parents in carrying forward the methods and ideals upheld by the schools.

In closing this report, I make an urgent request that steps may be taken by the committee having school appropriations in charge to bring before the District Committee in Congress the necessity for making the number of salaries assigned this department correspond with the number of new schools to be equipped, that the work may go forward in future without the yearly handicap of lack of salaries.

Very respectfully,

CATHARINE R. WATKINS,  
*Director of Kindergartens.*

Mr. A. T. STUART,

*Superintendent of Schools.*

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## REPORT ON SCHOOL GARDENS.

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JUNE 30, 1911.

SIR: The cooperative agreement for carrying on school-garden work between the two bureaus of the Department of Agriculture—the Bureau of Plant Industry and the Office of Experiment Stations—and the public schools of the District of Columbia was sufficiently satisfactory to have it continued during 1910-11. As stated in the last report, by this agreement Normal School No. 1 is allowed greenhouse quarters and much material is furnished, or propagated by the normal students in the greenhouse, which would be impossible to obtain otherwise owing to the meager annual appropriation. This greenhouse the Bureau of Plant Industry agrees to furnish with the condition that the school shall upon notice vacate if the space is needed for department work.

In return the undersigned makes an annual report of all work done in the District to the Director of the Office of Experiment Stations, under whom all agricultural educational work comes, placing special emphasis on any new features, and has inspected and reported upon without compensation the status of school gardens in New England and the Middle West; the States west of the Rockies and in England.

The greenhouse accommodates but 10 students at a time, in consequence of which the course which has previously been accomplished in two periods a week for 12 weeks has occupied 24 weeks owing to the necessity of dividing the sections into halves, each half having a lesson in the greenhouse alternate weeks. This is an advantage, for the section not in session in the greenhouse visits the Government greenhouses, the flower and commission markets, geological collections in the National Museum, and studies soils experimentally under the assistant of the botany department of the normal school.

The greenhouse classes have planted 39 window boxes with Boston ferns for the graded schools; made 1,500 privet cuttings for hedges around schools; raised many hundreds of tomato seedlings for school gardens; over 400 geraniums for school grounds beside hardy perennials. They have had practice also in planning and laying out on small scale model school grounds, showing the relation between playgrounds and gardens.

It is a matter of much pleasure that the plans for the new normal school include greenhouse and workroom space for 30 students. The present greenhouse is nearly a mile from the school, so that it has been impossible to give the full responsibility to the students that they will have with the greenhouse connected with the school.

#### HOME GARDENS OF NORMAL STUDENTS.

The home gardens of the normal students are eminently satisfactory. One hundred and seventy-five gardens were visited in the spring of 1911. The work is of much higher grade than in previous years. The present students show the benefit of the work in home gardens in the graded schools. When gardening was tried for the first time in the normal school, 66 per cent of the students had never put a seed into the ground.

Since home gardens have been so earnestly fostered by the graded-school teachers and made possible through the sale of seeds at a cent a package, no student enters the school now who has not keen interest in the work through these early impressions.

Every student is required to do something in garden work at her home. She is left to her own judgment as to the amount she will do. If she lives in an apartment house, a porch box, window box, or potted plants will fill the requirements. The growth in quality of the work is very encouraging. In the early years a student was contented to call a few square feet in the yard her garden. Almost invariably this year the entire yard has been taken and improved according to the simple rules of landscape gardening and the grass and flower borders kept neatly trimmed; ash and garbage cans carefully screened by vines. The requirement of a garden at home and the inspection of the same by a teacher partially answers the question of how to bring about a closer relation between home and school. The undersigned is much impressed with the vast improvement in the appearance of back yards since she first began visiting them, which is wholly due to school influences. It also gives much pleasure to note a growing interest in the out of doors and a healthful desire to protect the wild plants.

In this connection it may be well to refer to the effort on your part and that of the teachers to prevent vandalism in private flower gardens and public parks. Several reports of stealing and destroying shrubbery came to the undersigned this spring. Gardening seems especially adapted for the teaching of property rights. The child, recognizing the labor connected with the preparation and cultivation of a garden, is more than ready to protect his own property and should respect the rights of fellow laborers. This is a social-service text that can only be learned by the children through

the untiring efforts of the teachers, "line upon line, precept upon precept." For the benefit of the mass of teachers I include in this report the very valuable circular letter sent out by you in April

APRIL 6, 1911.

*To Supervising Officers:*

Within the next few weeks the city will be beautiful with flowering bulbs and shrubs.

Many of these will be found in beds that have been laid out and planted in school yards by the hands of children; others on private premises where the pride of the housekeeper is aroused to a degree by the interests of the children in growing plants; and still others in the numerous parks that adorn the city.

Much has been done in the past eight years by the teachers to create in their pupils an appreciation of nature's attractions and to give them at the same time definite instructions in planting flowers and caring for them.

Not the least valuable part of the work in school gardening has been its moral influence upon the child. There is no doubt that the love of the children for their own flowers has made them more careful of the rights of ownership of their neighbors, and less destructive than they would otherwise have been. There is still need, however, for systematic instruction by the teachers upon the importance of respecting public and private property, particularly with reference to plants and flowers.

I, therefore, direct that the teachers in all grades of schools endeavor in every way to create among their pupils an interest in the preservation and care of flowers and shrubs, not only in school gardens, but on private premises and public parks.

Teachers in buildings near public parks should not permit their pupils to bring in as material for their lessons in plant work flowers or branches from these parks, unless they have been given to them by the authorities. It may be well, while not discouraging the child's zealous efforts to contribute useful material, for the teacher to inquire where the material was obtained.

Repeated lessons should be given from now on having in mind the cultivation of a right public sentiment in the community against the spirit of vandalism which unfortunately is quite common among adults as well as among children.

Home and school associations and parents generally are invited and urged to cooperate with the teachers to this end.

Respectfully,

(Signed) A. T. STUART,  
*Superintendent of Schools.*

The children can not be blamed for all the depredation that takes place. A climbing rose that had been growing in the Franklin School yard for six years was taken one night this spring. Only man's strength could have removed it. Parents do not seem to attach much seriousness to theft of flowers. Such stealing should receive equal punishment with other forms of thievery.

**HOME GARDENS OF THE CHILDREN OF THE GRADED SCHOOLS.**

While there is no definite report to be made of individual gardens, the unprecedented size of the sale this year would lead one to the conclusion that they are very much on the increase. The first year the sale of seeds at a cent a package was permitted, 6,000 packages were bought; last year, 120,000 packages; this year, 135,000. This is sufficient proof of the quiet, unostentatious work the teachers are doing for the beautification of the city.

## ARBOR DAY.

At its first meeting in September of the present school year the board of education accepted a gift of 50,000 catalpa trees from the firm of Woodward & Lothrop, to be given to the children for home planting. These were planted on Arbor Day, April 7. Exercises were held in all of the schools previous to the planting. Instructions were given as to the best methods of planting, with the hope that better results would come than most arbor days are credited with. Reports were gotten during the spring of the results of the planting of the Japanese flowering cherry trees donated two years ago by Mr. David B. Fairchild. Of the hundred trees given, 27 are living, most of which bloomed during the spring.

## COMMUNITY GARDENS.

As stated in previous reports, these gardens are planned to furnish industrial work for sixth-grade boys. No new land has been added this year. The work was continued through the summer of 1910 under the direction of Miss Leila Hardell, assisted in each garden by two members of the graduating class of the normal school. The three large gardens were opened four days a week for four hours; the small one connected with the Wallach School on a vacant lot, 721 Tenth Street SE., one morning a week. The attendance at these gardens was larger in August than at any other time, showing a healthful desire on the part of boys for occupation during vacation. The Department of Agriculture awarded certificates to all gardeners recommended by their teachers for industry and punctuality. The certificates were signed by Dr. A. C. True, Director of Experiment Stations; Dr. G. W. Powell, Acting Chief of the Bureau of Plant Industry; and the supervisor of gardens of the District of Columbia. A report of the attendance and crops gathered at each garden is attached. The Blow School garden covers 13,640 square feet and has been cultivated by the children of that school only. Interest has lagged considerably the past year. This spring the sixth-grade boys of the Webb School were given plots there with the hope that competition would arouse the children. Miss Ethel Summy has been in charge of that garden and the one at the Rosedale playground cultivated by the sixth-grade boys of the Pierce, Madison, and Wheatley Schools. The results of competition are already evident, for the Blow garden is much better than it has been for several years. Some excuse may be offered for the children, for the geological formation of the land is that known as the later Columbian and is a gravel bed, the stones varying from 6 inches in diameter to a tiny pebble. The amount of stones unearthed each spring has not diminished in the six years the garden has been in existence. Then, too, there is no means of watering the garden.

The Rosedale garden covers 11,088 square feet. The land here has been filled with clay, so that heavy rains retard the work. The summer work has taken the nature of cooperative work with the playgrounds, and the playground director has always been most helpful.

	Speed-way.	Rosedale.	Blow.	Wallach.	Total.	Cardozo.
Number of garden plots.....	70	66	1 68	19	223	41
Number cultivated.....	2 70	66	68	19	223	32
Days garden open.....	30	34	34	11	109	65
Total attendance July 1, 1910, to Sept. 15, 1910.....	1,599	1,235	736	154	3,734	589
Average daily attendance:						
July.....	53	34.3	17	15.5	129.8	11.7
August.....	56	35.1	29.3	14.6	135	6.9
September.....	51	42.4	19	9	121.4	9
Crops:						
Tomatoes—						
Ripe.....	2,484	3,670	2,691	358	9,203	.....
Green.....	5 pkgs.	( <sup>3</sup> )	.....	( <sup>4</sup> )	.....	.....
String beans.....	32	81	133	163	701	( <sup>1</sup> )
Lima beans, shelled.....	61 $\frac{1}{2}$	49 $\frac{1}{2}$	18	19	155 $\frac{1}{2}$	73
Radishes.....	600	229	301	.....	5 1,130	4 200
Lettuce.....	70	123	150	56	399	( <sup>1</sup> )
Turnips.....	28	84	37	.....	( <sup>1</sup> )	( <sup>1</sup> )
Beets.....	.....	462	56	.....	518	( <sup>1</sup> )
Carrots.....	112	194	323	.....	629	( <sup>1</sup> )
Parsley.....	90	20	19	102	231	( <sup>1</sup> )
Cabbage.....	8	.....	15	.....	23	.....
Eggplants.....	39	.....	.....	.....	39	.....
Kale.....	bushels.	.....	.....	.....	.....	4 9
Corn.....	.....	.....	27	.....	27	.....
Spinach.....	.....	.....	.....	.....	.....	( <sup>1</sup> )
Okra.....	.....	.....	.....	.....	.....	( <sup>1</sup> )
Parsnips.....	.....	.....	.....	.....	.....	( <sup>1</sup> )
Salsify.....	.....	.....	.....	.....	.....	( <sup>1</sup> )
Rutabagas.....	.....	.....	.....	.....	.....	( <sup>1</sup> )
Onions.....	.....	.....	.....	.....	.....	( <sup>1</sup> )
Cost of labor.....	\$87.50	\$78.00	\$63.00	\$18.00	7 \$226.50	\$106.75

<sup>1</sup> About 12 extra plots have been used for nature study material and products for geography. These have been cultivated by the children.

<sup>2</sup> About 70 extra plots have been used for nature study material and products for geography. These have been cultivated by the children.

<sup>3</sup> Many green tomatoes on vines.

<sup>4</sup> Crops are yet to be harvested.

<sup>5</sup> Radishes were left over from spring planting.

<sup>6</sup> Crop is yet to be harvested.

<sup>7</sup> In addition \$53 was expended for supervision and \$11 for laborer at the Franklin School.

The Speedway garden cultivated by the children of the Toner School has been the most successful one. The location on the river at the terminus of the Speedway is most delightful. This land was secured for the schools by the People's Gardens Association, plowed and fenced by them. The garden has been entirely under the direction of the schools. There were 70 plots at this garden for children and 12 for nature-study material. The demands for plots was much larger than the supply until the close of the season.

During the summer Miss Ellen Eddy Shaw, in charge of the children's gardens department of the Garden Magazine, made a tour of inspection for the magazine to award prizes for the most creditable work. The Washington schools had not entered the contest. Her visit was one of general interest. In a letter after she left she says: "Your Speedway garden is certainly a very good piece of work. I have not seen a better garden this year—that is, from the real working point of view. I have seen better pieces of fancy work, but not of the real thing."

I append a certificate issued by the United States Department of Agriculture to stimulate interest in school gardening. The idea is an excellent one, and the results obtained from its issue will no doubt be fruitful.

There was one community garden in the colored schools at the Cardozo School, under Nathaniel Murray, a student in the Agricultural College, Cornell University. Mr. Murray was much handicapped. The ground is very poor. No tools nor fertilizer were furnished until late July. He had to organize the classes in mid-summer, not having the advantage the white schools have of early spring work. There was constant stealing. In spite of this he made a most creditable showing. The garden was well laid out, neat and orderly, an excellent object lesson in a shiftless neighborhood. Mr. Murray's report is submitted with this.

I should recommend, however, the discontinuance of this garden until supervision can be obtained that will enable the classes to have the benefit of the early spring work. The small numbers willing to begin in midsummer do not justify the expenditure of the appropriation for such purposes.

I recommend again that the board of education incorporate in its estimates for next year an appropriation whereby school-garden work may hold a dignified place in school work, with a supervisor and corps of teachers devoting their time to no other work, as is now done in Cleveland and Philadelphia. The work is increasing with each season. It is a physical impossibility to supervise the gardens as they should be and carry on the regular class work in the normal school.

I desire to express my sincere appreciation to the Honorable Secretary of Agriculture, James Wilson; Dr. B. T. Galloway, Chief of the Bureau of Plant Industry; Dr. A. C. True, Director of Experiment Stations; Dr. David B. Fairchild; and yourself for the invaluable assistance which you and these gentlemen have given me.

Respectfully submitted.

SUSAN B. SIPE,  
*Director of Gardens.*

SCHOOL-GARDEN CERTIFICATE.

This certificate is awarded to

..... for punctuality and industry during the summer of 1910 at the

..... a cooperative garden between the United States Department of Agriculture and the public schools of the District of Columbia.

(Signed) .....

WASHINGTON, D. C., September 19, 1910.

Miss SUSAN B. SIPE,

*Franklin Building, Washington, D. C.*

DEAR MISS SIPE: I have the honor to transmit herewith in writing a report of my work as your assistant at the Cardozo School summer gardens.

The work of getting the gardens started was a very difficult task. The ground at the Cardozo School was overrun with a rank growth of troublesome weeds, such as crab grass and wire grass, and was also full of sticks, stones, rocks, bricks, and other rubbish. I was told that the land at the school was all made land and was formerly a dumping ground for rubbish of all sorts. The soil, a very heavy clay loam, is hard and very resistant and poor.

Great difficulty in getting the ground broken up followed. The supply of available tools July 1 consisted of 8 spades, 15 rakes, and a number of scuffle hoes, which were practically useless upon such land. The character of the soil, the rank vegetation upon it, and the difficulty of getting a man with the proper tools to prepare the same, so that the work of grading and laying out the plats could go on, were problems I had to solve, and after many attempts finally succeeded in getting the land plowed and harrowed by July 14. I had to construct my own harrow out of old lumber found in the school yard. I found it necessary previous to getting the ground broken up to daily water the garden with hose loaned me by the janitor, to bring the land into good condition as early as possible.

The requisition which I made out on June 29 consisted of 15 loads of well-rotted manure, 5 barrels of air-slacked lime, 15 hoes, 10 spading forks, and other necessary supplies. I had hoped to get the lime spread and worked in and the manure spread and plowed under before laying out any of the plats, but in this I failed. After much delay the hoes came, soon after the land had been plowed, followed by the lime. It was July 20 before I received a single necessary tool to work with in the laying out of the garden plats. The manure, spading forks, and other supplies asked for did not come until the first week in August, just 14 days after the plats had been laid out, graded, planted, and the seeds sprouted.

By putting in extra time and with the help of Mr. Evans and the children, who worked with a will, I was able to lay out 41 gardens, 32 of which were planted by July 23. The soil being very dry at this time and the weather extremely hot, I realized the handicap I had to overcome from starting late, so I watered the beds with the assistance of the children every afternoon, until the planted seeds had sprouted and come well up out of the ground. Children from distances of five and six squares came and asked to be given gardens or garden plats. That the opportunity was appreciated is evident from the attendance and the result obtained.

I consulted with several of the parents and they seemed glad to know that such work was being carried on, and signified their intentions to have their boys and girls attend every day for 30 minutes or more. As a further inducement for them to come out I offered prizes from time to time and gave them little parties. The average attendance was from 10 to 15 daily.

From an unsightly field of weeds, sticks, stones, and other rubbish, hard and impoverished soil that was bare in many places, I have been able to produce and present, since the time of the first planting, July 22, up to the present time, a neat, well-kept, well-arranged, thrifty, and productive garden. People residing in the neighborhood and passers-by have been very loud in their praises of the efforts put forward by the children and myself. Up to date, I have harvested and distributed among the children in the garden 14 gallons of string beans, over 200 radishes, and 9 bushels of kale. There is at present growing in the garden plots different varieties of beets, turnips, carrots, radishes, kale, spinach, lettuce, parsley, okra, corn, lima beans, string beans, parsnips, salsify, rutabagas, and some sunflower plants.

There are at present 45 garden plots 6 by 9 feet, and 24 rows of various crops that will continue to grow throughout the fall season, as spinach, beets, turnips, and kindred crops.

Hoping my report will meet with your approval, I beg to remain,

N. A. MURRAY.

## SUMMER PLAYGROUNDS REPORT.

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SIR: There was received from Congress \$1,200 with which to maintain and repair 24 school playgrounds already equipped with apparatus and \$1,000 for equipping, grading and improving 6 additional school playgrounds. As in the previous year, no provision was made by Congress for supervision, so it became necessary again to call upon the teachers to raise money for the purpose of securing personal care and instruction of the children during the summer months when it is most desirable that the playgrounds be kept open. By means of contributions, entertainments and lunches in the various schools there was raised about \$3,700.

With this amount it was planned to open 16 schools, 10 of which were for white children and 6 for colored, for a period of 6 weeks. Later in the summer it was decided to keep 8 of the grounds open 2 weeks longer, making a period of 8 weeks. As in previous years the grounds were open from 9.30 to 11.30 o'clock in the morning and from 5 to 8 o'clock in the evening.

With the increase in the number of equipped school playgrounds, it is greatly to be desired that these grounds be kept open during the school year after school and on Saturdays for the benefit of children in the neighborhood. This necessitates supervision on the part of a teacher for which there should be adequate compensation.

The experiment of keeping playgrounds open during the school year was made at the Magruder and Bowen Schools in May and June, since conditions were favorable at these places. These were used as model playgrounds for the instruction of those desirous of becoming teachers.

On the larger playgrounds two teachers were appointed, one as director, having special charge of the boys, and one as assistant director having the girls in charge.

As soon as the appointments of teachers were made, meetings were held by the director of physical training, who gave instruction concerning the work as a whole and distributed typewritten material. This included a program to be followed, rules for the use of apparatus, directions for games, lists of games adapted to different ages, stories to be read to the children, and references to literature on the subject of school playground work. Each teacher received a copy of the book entitled "Playground Technique and Playcraft" for personal use and home study.

We were again fortunate in securing the services of Mr. B. W. Murch as supervisor of school playgrounds during the summer and Miss A. J. Turner as assistant supervisor in charge of the colored school playgrounds. Being educators and our own school officials they are able to get a broader view of the work in its relation to our public-school system, while to the janitors and teachers they represent school authority, so that the work is carried on without friction.

I append to this report the location of the playgrounds with the statistics of attendance on each ground. It will be seen that all parts of the city received the benefits of the school playground in that each of the 13 divisions of our school system, with one exception, was represented, while the eighth, ninth, and tenth divisions each had two supervised grounds. Two new playgrounds were opened during the summer—one at Congress Heights and one at the Bowen School. The Curtis School yard being a small one and near to the new Georgetown municipal playground was closed, so that in all there was an increase of one over last year.

It is interesting to note that special requests for equipment and opening of school playgrounds have come from communities in the outlying county school districts. The citizens' organization of Congress Heights by means of a lawn festival and private contributions raised \$105 with which to equip their school playground, which is one of the largest and most attractive in the District. These requests have grown out of a community interest and a desire on the part of the citizens to give their children all the advantages enjoyed by city children. School supervisors of the county schools have urged the need in these schools on account of the good use which is made of the playground during the noon hour. Many of the children coming from long distances, remain to eat their lunch and have time to enjoy the playground during the noon recess.

#### ATTENDANCE.

I am pleased to state that there was a decided increase in the attendance. From statistics taken during the summer of 1909 it was found that the average number of children using each playground daily was 122 for white children and 79 for colored. This year the average attendance was 167 for white children and 112 for colored children. On each evening there was an average of 2,343 children playing on all the school playgrounds.

#### INDUSTRIAL WORK.

Industrial work for morning occupation was planned and supervised by Mrs. Katherine Malcolm, assisted in the colored schools by Mr. Parks. Mr. Murch reports that "more attention was given to the industrial work this year and with most gratifying results. The

teachers took hold with interest and a determination to succeed, and the exhibition of the work recently given in the board room received merited praise. We aimed to show in that exhibit not the amount but the variety of work done." The general aim was to give the children pleasant instructive occupation and yet maintain the true spirit of the playground. While the work was chosen with the idea of developing dexterity of the hands, all the articles made were useful in the home and of interest to the children, the work being entirely voluntary on their part.

#### REPORT OF SUPERVISOR.

In reporting on the summer work, Mr. Murch says:

"I am pleased to state that the work this year has been most satisfactory, even more so than last summer. Many of the teachers who were with us acceptably last year served this year, and experience added to their efficiency.

"I am happy to be able to report that very little damage was done to the school property in the way of breaking windows, etc. When damage was done, in many cases those doing it paid for the same, even though the damage was purely accidental. No spirit of lawlessness was manifested anywhere. Considering the size of most of our yards it is a wonder to me that more damage is not done. Besides a lack of desire to injure property there was an active desire to protect it. This condition is a tribute to the watchful care of the teachers, and to boy nature, which as a rule is all right if environment is right.

"No serious injuries occurred during the summer season and few of a minor nature, another evidence of the teachers' care.

"No complaints of the conduct of the children came to me from the people living near the grounds. At Anacostia at first a neighbor was bothered by the ball coming over the fence into his garden but I had a wire netting put up which remedied the trouble.

"I think the experiment of having the school yards open for a time in the summer under the direction of the board of education and as an integral branch of the department of physical culture has been so successful as to warrant the keeping open of the grounds during the whole summer vacation provided funds sufficient can be procured."

#### TREES AND GRADING.

The great need of the playgrounds already established is for more shade and better grading. Mr. Lanham, superintendent of trees and parking in the District of Columbia, offers to furnish, plant, and box trees in school yards at cost price which is about \$5 a tree depending upon the location of the school. The \$1,200 appropriated to maintain and repair the 24 playgrounds now established means that

an average of only \$50 can be expended on each playground during the year, which is quickly used up in ordinary repairs and playground materials. I recommend that in making estimates for next year the item for "maintenance and repair of 30 playgrounds now established" be extended in scope and made to read "maintenance, repair, grading, and improving of 30 playgrounds now established," and that the average amount for each ground be increased to \$100.

#### NEW PLAYGROUND EQUIPMENT.

With the \$1,000 appropriated for the present year to "equip, grade, and improve six additional school playgrounds" we are able only to equip to a small degree and are obliged to neglect the two items "grade and improve."

The equipment and cost for each ground is as follows:

12 swings.....	\$120
2 set seesaws.....	36
1 sand bin.....	8
 Total.....	 164

It is our intention to so equip the Morse, Mott, Phelps, Jones, Wheatley, and Seaton schools during the present year.

Very respectfully,

REBECCA STONEROAD,  
*Director.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. I

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SIR: I respectfully submit the following report of Normal School No. 1:

*Statistics for the year ending June 30, 1911.*

Whole enrollment:

General course—	
Junior class.....	88
Senior class.....	87
Kindergarten course—	
Junior class.....	14
Senior class.....	12
Total.....	201

Number of graduates:

General course.....	76
Kindergarten course.....	9
Total.....	85

The normal school has enjoyed a year of unusual prosperity and easily attained results on the part of both teachers and pupils. This success was brought about largely by the additional comfort given the school when the completion of the Strong John Thomson Building, early in September, allowed the kindergarten practice class and the two Franklin School practice classes to be transferred into that building. These transfers removed the kindergarten students from unsuitable rented quarters into a building constructed for school purposes and enabled the academic work of the normal school's general course to be carried on upon one floor, instead of upon two floors separated by two long flights of stairs. With a dressing room also on the same floor the wearying stair climbing, responsible for the breakdown in health of many a normal student, was practically eliminated, and the school enjoyed a degree of comfort never before experienced.

### THE JAMES ORMOND WILSON NORMAL SCHOOL.

In addition to the feeling of present relief from strain, there was carried in the minds of all the pleasurable anticipation of work in the new normal school building whose plans were being developed in the office of the municipal architect. These plans and specifications show an ornamental two story and basement building of Tudor

style, facing on Harvard Street and extending from Eleventh Street to within a few feet of the Ross School grounds. It provides suitable means for the teaching of all subjects embodied in the present curriculum, and also an assembly hall, a large lunch room and kitchen, a gymnasium, two well-lighted study halls, rooms for manual training and domestic science rooms, and laboratories for physics and chemistry. Subjects of study not now possible may be successfully worked out in such an environment, and to subjects now taught breadth and beauty of content may be added. The gain to the Washington schools on account of the cultural environment accompanying the education of its embryo teachers can not be estimated.

The name of the building, the James Ormond Wilson Normal School, is highly regarded by those who remember the valuable work of the superintendent who so ably organized the public schools of the District of Columbia into a system, and through whose influence was established in 1873 the Washington Normal School to educate teachers for service in the schools of the District.

#### COURSES OF STUDY.

There are two courses of study in the normal school, one leading to teachership in the graded schools and the other to kindergarten work. These courses are distinct from the beginning, and the student decides between the two upon entering the school. The qualifications for the two are the same except as to music, some proficiency in piano playing being required for the kindergarten. The subjects of study are as follows:

##### GENERAL COURSE.

Psychology.  
Principles of education.  
Principles of teaching.  
History of education.  
Child study.  
English.  
History.  
Geography.  
Arithmetic.  
Reading.  
Zoology.  
Physiology.  
Botany.  
School gardening.  
Music.  
Drawing.  
Penmanship.  
Practice teaching.

##### KINDERGARTEN COURSE.

Psychology.  
Mother play.  
Kindergarten theory.  
History of education.  
Literature.  
Story telling.  
Reading.  
Zoology.  
Physiology.  
Botany.  
School gardening.  
Music.  
Drawing.  
Practice teaching.

## THE ACADEMIC DEPARTMENT.

The peculiar problem of the academic teacher in the normal school is how so to handle subject matter as to preserve the balance between the use of studies for their cultural value in the life of the student and the use of them as instrumental in developing in the student's mind methods of teaching according to principles established by psychology, and in selecting the best practices shown by the history of education. In the work of her classroom each teacher is an instructor in applied psychology, child study, and general methods, and in her observation of student work in the practice schools an examiner of the results of her instruction as suggestive for her future teaching.

## THE PRACTICE DEPARTMENT.

The normal school has 3 kindergarten practice and 16 grade classes. As there is only one teacher for each two grade practice rooms, the students are thrown upon their own resources more than usual in normal schools, where student responsibility is considerably less. This organization is adopted because it is thought the most effective in securing for the graduates strength in practical management. To gain the strongest results the senior year is divided into six periods, three of academic study and three of practice teaching, the two kinds of work alternating, and the teaching so arranged as to give a student six weeks practice of grade work under each of three different teachers and in each of three different grades. It is planned that two students shall teach together in a room, thus giving to each a practicable amount of teaching and general management. The increased number of students this year has crowded three at a time into several rooms, and has made necessary the placing of students under teachers in schools outside the normal school. These teachers have most generously given their services, and I wish to express to Miss Ruth Dumont, Miss Anna Bell MacIntosh, Miss Ruth Brock, and Miss Myrtle King my gratitude for their helpfulness.

If the present heavy enrollment continues the number of practice schools should be increased, but no such increase is advised at this time on account of the possibility of a decrease in enrollment by action of the board of education, or on account of the discouragement of candidates for admission upon seeing so many more graduates than vacant positions in the District.

Practice work with students in control should extend as at present only up through the fourth grade, for pupils in the higher grades are too near the age of the normal student to grant her the respect required for dignified discipline, but it is a serious omission in normal training that there are no higher grades with a skillful teacher in each classroom for observation and for practice lessons in grammar-school subjects. The addition of such grades is earnestly desired.

## APPOINTMENT OF GRADUATES.

Of the 83 graduates from the general course in 1910, 59 were appointed to the grade schools of Washington and 2 through examinations as teachers of special subjects—physical culture and cooking. One of the class chose private teaching, 14 were elected to schools in Virginia and 2 in Maryland. This enumeration leaves only 6 of the class not in teaching service, and 5 of those busy along other lines of work than teaching. The question to be decided by the board of education is whether the Washington normal schools shall continue to graduate so many students in excess of the number of teachers required for the District or whether there shall be a return to the policy of limiting the number to the needs of the District. Is this a vocational school for the general education of young people or a school whose only purpose is to provide teachers for the District?

## ENTRANCE REQUIREMENTS.

Whether or not this question be so answered as to place a number limit upon entering classes, I urge that some provision be made that shall encourage the best pupils in the high schools to enter the normal school and to discourage and prevent those whose slow work, although finally winning high-school diplomas, has been of such quality as to show them incapable of the intellectual leadership required in a teacher. Moral qualities and personality should also be considered in admission. In order to prevent weak students from giving their time to the study of a profession in which they have slight prospects of success, and to make the normal school strong in inspiring and leading rather than in eliminating, I suggest the adoption of some such rule as the following law, enacted by the State Legislature of Massachusetts, as a wise provision for the District of Columbia:

Candidates from high schools which are on certificate list of the New England college entrance certificate board may be admitted to any of the State normal schools without entrance examination in any subject required for admission in which they have attained a standing of B, or 80 per cent, as certified by the principal of the school. Beginning with 1908 candidates from high schools not in the certificate list may be admitted on similar conditions if the high schools are approved for the purpose by the board of education. (Board of Education, Massachusetts, May 2, 1907.)

Entrance into the normal school of those graduating with a standing less than 80 per cent or from high schools not approved by the board is through examination in high-school studies.

I wish once more to express my appreciation and that of the teaching corps which I represent for your unwavering kindness and consideration in dealing with us personally, and for the wise judgments which you, as our highest administration officer, have applied to our affairs of business.

Very respectfully,

ANNE M. GODING,

*Principal.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF PRINCIPAL OF CENTRAL HIGH SCHOOL.

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SIR: I beg you to accept the following report of the work in the Central High School for the year 1910-11.

### THE NEW CENTRAL.

It is a matter of great satisfaction to everyone interested in the Central High School that the effort to secure a new site for the school has at last been successful. The land bought seems in every way an ideal location for the new Central High School. It is now my earnest hope that all those whose cooperation must be obtained in getting through Congress an appropriation for the new building may be convinced of the ultimate economy of erecting a structure large enough to accommodate the normal increase of the school and adequate in every way to meet the needs of a modern high school. I take it for granted that recreation rooms, lunch rooms, gymnasiums for both boys and girls, and a swimming pool will be included in the plans. May I not, however, call to your attention the necessity of making provision for the domestic economies for girls and the simple forms of manual training for boys? The place for these subjects in the curriculum of the so-called academic high school is so well understood that to fail to make provision for them in the new school would be a grave educational blunder.

### HEADS OF DEPARTMENTS.

In general, supervision of instruction by heads of departments has resulted in cooperation within the respective departments and increased efficiency in teaching. The work of supervision by heads of departments still needs, for greater efficacy, a clearer definition than we now have in either the organic law or the rules of the board of education of the relation of the head of a department to the principal of the school.

I believe, too, that the work in chemistry would be improved if both that subject and biology, as well as physical geography, were not under the direction of a single head.

## THE LIBRARY.

Concerning the library I shall quote liberally from the report of the librarian to me. Miss Mann says in part:

Circulation, 3,569.

Number of pupils, 35,081.

There was a marked increase in the number of pupils using the library during the last half of the year. This was largely due to the increased number of school periods—from five to six—which gave all pupils a greater number of free hours.

The method of the last four years has been to give the first-year pupils an illustrated board talk on the use of special reference books, the talk to be followed as soon as practicable by an examination or test for each student on the use of the same or similar reference books. This results in securing for the librarian an opportunity to meet each child individually and to learn just what impression has been made by the board talk. The examination papers are marked, and the pupil is given credit in his English class.

The talks have been restricted to the first-year classes only in consequence of the lack of time. The method I have been following for the first year has been in use for all four years in the Central High School of Detroit, but the librarian of that school has, I am told, a corps of 12 assistants. On account of having no help I have been unable to include the upper classes in my talks. Mr. W. Darwin Johnston, of Columbia, says: "There can not be a library without a librarian, and there can not be a good library without a corps of assistants." And he goes on to say that it is a shortsighted policy to give less than adequate service.

The work of the librarian has increased so enormously and the mere discipline has become so exacting that in order to keep the ordinary routine going an assistant is absolutely necessary. It would have been quite impossible for me to accomplish the year's work with satisfaction to myself had it not been for my library class, particularly the postgraduate students, who are with me more or less regularly during the year.

Mr. Charles H. Judd, head of the department of education of the University of Chicago, says: "I think the ideal study hour is in a room filled with books exactly as any reference room is filled with books \* \* \* the student should have opportunity to leave his desk and refer to the books which give him enlarged information; he ought, indeed, to be encouraged to leave his desk \* \* \* to go from shelf to shelf within any limits of reasonable attack on the subject in hand. It seems to me the finest kind of training. I say if we could make of these periods genuine periods of training in the use of books, in the use of a library, it seems to me it would add, without encumbering the course of study, a very important line of training. We should thus reduce watching and keeping order to their proper places of minor importance and elevate to its proper place of major importance the function of using many books."

I have quoted more than enough from Mr. Judd's address to prove that he considers a library an ideal study hall. This high-school library as a study hall is so popular that after doing away with the permit system it was found advisable to restrict the use of the library by the individual student to two periods a day. This, however, does not prevent his coming in after school.

I beg to close this report with an extract from New York Libraries for January 11, 1911, on school libraries in New York State: "The intelligent use of books of reference is coming to be a well-established requirement in the preparation of lessons. It is even proposed to substitute, in some cases, reference work or research work for regular recitation. This is giving libraries recognition that was not dreamed of a few years ago, and is more positively making a collection an essential part of the equipment of every school."

## REGULAR WORK.

My discussion of the regular work of the school will be practically confined to citations from reports made to me by teachers of the various branches of study, citations which seem to me to be of general interest.

## 1. GIRLS' PHYSICAL TRAINING.

The following is from the report of Mrs. Walton, who directs the work of looking after 750 girls under a handicap of teaching facilities which would deter a less courageous or a less conscientious teacher.

The course as planned includes educational, corrective, and recreative exercises. When time permits, talks on hygiene and the several systems of the human body are given. The pupils submit written reports on these talks, which are read and discussed under direction. The regular educational gymnastic classes meet for 45 minutes each week. When the program allows, this lesson is given daily in each classroom with pupil leaders selected from the fourth-year class, who have been previously instructed by a teacher of physical training. This practice period has a twofold value: First, it emphasizes the principle presented in the regular lesson; second, it forces regular ventilation of the whole building. The course includes the measuring of the girls by two teachers of physical training.

## CORRECTIVE EXERCISES.

Before beginning any work the girls are "looked over" by the physical-training teachers. Immediately after the three vital statistics are recorded a systematic examination of each girl is made. When a girl is found to be unable to take the work prescribed, she is referred to the medical inspector, who in turn reports the condition to us. Corrective work is prescribed, either special or regular, as the condition demands. Prescribed work for postural effects are rehearsed at each lesson, and home practice is reported each semester. Grave defects are followed up each week.

## THE REST ROOM.

The rest room is a great boon to our girls. If it were not in existence, many girls would often lose a day's work instead of that of a period only. Nine hundred and forty-seven permits, signed by teachers, have been received this year, an increase of 100 over last year. This is significant. Physical training is preventive work. With this in mind, I am training the lower classes to do missionary work. Out of this thought grew the H. H. Club, numbering 100 girls, who have for their password "Heads high."

## RECREATIVE WORK.

The regular lesson closes generally with games, folk dances, or fancy marching, as the class elects. The last seven minutes belong to the pupils who have learned to use and not abuse these moments.

## ATHLETICS.

One hundred and ninety-four girls belong to the classes which meet on Tuesday and Friday after dismissal. These girls play games. Fifty-six girls are members of regularly organized basket-ball teams. Ninety play tennis once a week. The four courts are all furnished by good friends of the school. The senior basket-ball team played six interschool games, four of which they won. The spirit of the team has been good, and the work of the majority excellent. The equipment is lamentable, but we are hoping for better things when we get our new school.

## 2. DRAWING.

I quote from a report made of the work by Miss Helen Coolidge:

With the classes in drawing this year an effort has been made to associate the work to a greater extent than ever with the interests and environment of the pupil. This attempt to bring out strongly the relation of the principles taught to every-day experiences has been pursued with the idea of quickening the pupils' appreciation of art as associated with home decoration, dress, advertisements, posters, etc., as well as with pictures, statues, and architecture. This phase of the training given aims to fulfill one of the most important objects of art education, the cultivation of good taste.

The course in metal work has proved a most efficient means toward accomplishing this end. The classes were provided this year with an equipment which placed them on a sound working basis, and the enthusiasm of the pupils spoke eloquently of their appreciation of the opportunities afforded. About 60 were enrolled as soon as the arrival of the new tools and materials permitted them to start work, and this enrollment increased to a hundred at the beginning of the second semester. Many more have applied for places in the classes, but the limit of time given to the work prevented them from joining.

Other forms of craft work, such as block printing and stenciling, have been introduced successfully in some of the classes. Voluntary work in these crafts after school hours attests the pupils' interest in these forms of applied art.

In classes in regular drawing the teaching of an appreciation of art applied to the things of every-day life was carried out by such problems as: The decorative adaption of an object drawing, sometimes combined with lettering; to spacing and arranging in a form suited to a poster or advertisement; the application of an original color scheme to a design for sofa cushion, curtain, or costume; the planning of the arrangement of furniture and pictures in a room and the color scheme applied to the resulting design.

Throughout the course, while the object has been to give to pupils in advanced classes some appreciation of art in painting, sculpture, and architecture, there has been also an effort to give all an appreciation of art, not as a thing associated only with these but as a vital element in their surroundings.

## 3. ENGLISH.

Miss Simons reports the following:

The work of the English department in this school is in a most satisfactory condition. My only regret is that the teachers are many of them overburdened, as the classes are in certain cases far too large. It is to be hoped that this unfortunate state of affairs may be remedied by the addition of at least one new teacher to the department next year. The teachers are all of them doing effective work; they are earnest, progressive, and, in a word, thoroughly efficient.

The experiment introduced this year of daily composition work in the first-year classes has brought excellent results. Indeed, never before have the pupils been more fit to enter the second year than they now are after a year's work of this kind. The daily drill in reading has also proved successful. So well pleased were the teachers with the result of this year's experiment that the same method will be continued another year.

The new classics introduced this year—Lyell's *Travels in North America* and Huxley's *Autobiography* and *Selected Essays*—have satisfied a taste never before appealed to by our English course. Pupils of a decided nonliterary type have become interested in reading through these texts. If we can instill in the pupils a desire to read by means of creating an interest in the subject manner, such subject matter presented in literary form meets the need. And Lyell and Huxley have both of them a charm in their manner of expression that can not fail to impress the reader, that makes

good Huxley's dictum that "science and literature are not two things but two sides of one thing."

I wish especially to express my gratification at the excellent work of the debating society and of the dramatic association of this school. The debating society developed a team which won the championship in the interhigh-school series of debates; and the dramatic association, through its weekly meetings during the year, was able to train a cast that gave in a most creditable way Sheridan's *Rivals*. Besides appreciating the work per se of these societies, I should like to emphasize their incidental value to the English course of the school. The debating society helps much to develop the power of clear thinking and logical expression, and the dramatic association is of great service in creating power to appreciate and interpret English classics. It might be well to devise some scheme by which regular work in either of these associations could be accredited by the department—as, for instance, substitution of debates and certain work in the dramatic association for special-topic work in the upper classes.

#### 4. HISTORY.

Mr. Maurer's contention that every pupil should be required to study American history has my fullest indorsement. I would also add here, though somewhat aside at this point, that I am of the opinion that we should not allow boys and girls to leave the high school without a fuller knowledge of physiology and hygiene than they have obtained from their grade-school study of those subjects.

His report follows:

For the first time since the present course of study went into effect, classes were organized in the work for each semester of four years of history, as well as for each semester of civics and economics. While the work in these subjects in the second, third, and fourth years is largely elective, the number of pupils pursuing them was larger than in previous years. In American history, three senior classes of about 28 pupils each were organized in September and one other was organized in February. It is, nevertheless, unfortunate that this subject is not required of all pupils, preferably in the fourth year of the course. American history may well be considered a logical and necessary part of the training for intelligent citizenship which the high school should secure, particularly in the Nation's capital. A few years ago this important part of the high-school curriculum was given a very minor place. The elective system has now opened it to many more of the pupils (boys, particularly) and the course has been made as virile and comprehensive as possible, so as to give the pupils a realization of its value to them. The public high schools will not do their full duty, however, until they make American history a required study in the course for all pupils.

The school library does not furnish adequate facilities for a number of classes working on the same period of history at the same time. The Public Library has generously aided the work through loans of secondary history reference books; but the fund from which school library books can be purchased should be very materially increased.

The two years' work in medieval and modern European history, based upon Robinson's *History of Western Europe*, has been very satisfactory because the time devoted to it permits of thorough study of the text and of considerable discussion and deliberation in class. The nature of the text used requires such study, and the time allowed makes considerable supplementary work possible.

In first year ancient history classes, the efforts of the teachers to vitalize the study as much as may be seem to have been more successful than in the past.

In all the work of the department the teachers have cooperated thoroughly in efforts to systematize the courses and to raise the standard of efficiency.

## 5. PHYSICAL GEOGRAPHY.

A report by Miss Martin of our most recent addition to the course of study is of interest. Her suggestion that fourth-year pupils who are given permission to take the subject be given the work on a basis different from that on which first-year pupils must work will be followed by me in making the school program for next year:

The year's work in physical geography has for the most part been pleasant and successful. The numbers in the classes show that the subject continues to be popular, and the small number of failures indicates that the subject is one within the grasp of first-year boys and girls and that it enlists their interest. In the second semester there were 139 students of physical geography, reciting in six sections, and out of these all but 13 attained a passing mark. In order to pass, a pupil must make a mark of 75 per cent in all tests given and a standing of "fair" in recitation, and he must complete a laboratory notebook which shall have a mark of at least 80 per cent. It is hoped that during the coming year an official examination by the head of the department may be given, the result of which may be averaged with other tests. Such an examination would probably stimulate pupils to thorough review, and it would furnish a check by which the teacher could judge her own work.

The year has been more successful and pleasant than previous years, partly because of the better equipment of the laboratory. The stereopticon and the 500 slides which we now own have added much to the pupils' interest and profit. Apparatus has just been asked for which will enable each pupil to perform certain experiments which heretofore he has merely observed and reported on because of lack of duplicate sets of apparatus. The work has been much hampered by want of suitable desks. Much time has been lost because of the necessity of distributing and collecting materials for each separate class, and more or less confusion at the beginning of each period has resulted. There is no place where the unfinished work of pupils could be kept, and this has resulted in their not having it sometimes when it is wanted. It also makes it possible for pupils to compare results of experiments and exercises in such a way as in some measure to destroy their value as measures of the pupils' power. Good laboratory desks would also add to the dignity of physical geography as a school science in the eyes of the pupils as well as give them pleasure and pride in the laboratory and help train them in laboratory methods. It is earnestly hoped that such desks may be furnished this summer for use next year. The recent adoption by the board of education of Salisbury's Textbook in Physiography is noted with pleasure. So clear and up-to-date a textbook can not fail to increase the effectiveness of the work. Definite plans are now being made for having at least part of the laboratory exercises for next year prepared and printed especially for our own pupils.

Along with a certain degree of success there have been problems and failures. It has seemed almost impossible to stimulate pupils to independent observation, and too many have been satisfied to do merely passing work. This willingness of pupils to limit their work to assigned tasks is doubtless due to the heavy program that first-year pupils carry. Then, too, the field work has been too superficial in character. The pupils seem to have very little power to see things for themselves and do not have enthusiasm for out-of-door work which I have found elsewhere. The lack of such work in their previous school experience and their immaturity account in some measure for the difficulty experienced, but in the coming year it is hoped that ways may be found for improving this side of the work. Another problem has been how to carry on classes containing both first-year and upper-class pupils in such a way that the interest of neither should suffer. It has been impossible to make the work hard enough for the upper-class pupils without doing injustice to the first-year pupils of the classes who were of course in the majority. The former have, how-

ever, shown marked interest in the subject and have told me of the good that the course has done them. They have wished that they could be put in a class by themselves. A course in physical geography can be planned as a junior or senior elective, for after knowledge of other sciences has been obtained it can be applied to the making of the earth and the common phenomena with much profit to the pupil. At this period in the life to the pupil the more difficult problems of astronomical geography may be taken up. The physiographic facts may be more easily and quickly mastered, and then time may be given to the application to every-day life to commerce, and to history. It is hoped that such a course as this may be possible next year.

#### SPECIAL INTERESTS.

Before closing this report it seems fitting to speak of some of the special school interests which engage the activities of pupils. In all this work, which I consider most valuable to the individual in arousing his interest and most important to the school in developing a community interest or, as we are in the habit of calling it here, "central spirit," an effort is made to harmonize a close faculty supervision with the widest possible initiative and responsibility on the part of the pupils.

##### 1. THE RIFLE CLUB.

Dr. Phelps, through whose efforts scores of boys in the school have become interested in rifle shooting, reports the following:

Maj. Gen. Leonard Wood makes the following statement in Collier's Weekly:

"We, in the United States, spend an enormous amount of money upon our public school system, which has for one of its principal objects the preparation of youth for the duties and responsibilities of citizenship. We give, however, very little thought or attention to one of the most important duties of every citizen, namely, efficient preparation to take part in the defense of the country in time of war.

"The question arises as to what we can do, through the public schools, to better prepare our people for warfare, which will be as unavoidable in the future as in the past and which will come upon us much more suddenly and with greater force and power. We can, through a proper use of the public schools do a great deal; we can teach our boys and young men to shoot straight.

"Through the efforts of the National Rifle Association of America and with the hearty approval of the President of the United States and the Secretary of War, schoolboy rifle clubs have been established in many secondary schools of the United States.

"Under the jurisdiction of the National Rifle Association there are 76 such clubs with a total membership of about 3,000, and of this number over one-third have qualified as 'junior marksman' on the indoor ranges."

During the past three years independent rifle clubs have been established in the white high schools of the District of Columbia, largely through the untiring efforts of Lieut. Albert S. Jones, recorder of the National Rifle Association. These clubs have been aided and encouraged by the officers of the National Guard and of the United States Army. These Washington high-school clubs have entered outdoor and indoor matches each year and have competed for trophies and decorations offered by the Secretary of War, the National Rifle Association, the Chamber of Commerce, the Evening Star, the Washington Times, and also by various public-spirited citizens.

It was thought advisable to establish a comprehensive schoolboy rifle organization in the District of Columbia because of the great interest and enthusiasm in the sev-

eral high schools. Accordingly a meeting was held in the office of the assistant superintendent of schools, Monday, May 8, at which were present representatives of all the white high schools, and the Interscholastic Rifle Association of the District of Columbia was formed. The following gentlemen consented to act as honorary officers:

President, Maj. Gen. Leonard Wood, Chief of Staff, United States Army.

First vice president, Mr. A. T. Stuart, superintendent of schools.

Second vice president, Col. Burton R. Ross, commandant of the High School Cadet Regiment.

The active officers are:

President, Dr. W. B. Hudson.

Vice president, Mr. Jos. Wilson.

Secretary-treasurer, Dr. W. M. Phelps.

A constitution and by-laws were adopted.

The only factor necessary to make the Interscholastic Rifle Association the most efficient in the United States is the establishment of well-equipped ranges in the school buildings. The lack of suitable range facilities is the only respect in which the Washington school clubs are not abreast of the most progressive secondary schools in the country.

I trust I do not need to add that, from the standpoint of the school, the training of sharpshooters is not the primary object of the rifle club any more than the development of professional ball players is the purpose of the school baseball nine.

## 2. DEBATE.

Mr. Lampson, who with Miss Sleman and Mr. Jones, efficiently supervised the work of debate, again had the satisfaction of developing for the school a championship team. While we do not measure the value of our school interests in terms of victories, the nine consecutive victories of Central debating teams could not have occurred had not the interest in debate been general and enthusiastic.

Mr. Lampson reports as follows:

Debating at Central culminates in the interscholastic series. The school is represented in these contests by a few trained debaters, carefully selected from a large number of trial candidates. These candidates numbered last year about 40 and participated in what are called the "preliminaries." The programs on these occasions consisted of regular debates, followed by general discussions in which any pupil so desiring may take part. The attendance at these meetings was several times fully 200. From these candidates the faculty committee selected 12 pupils to participate in what are known as the "finals" or interclass contests. This year interest was aroused by an offer of certain members of the class of 1909 to present two bronze medals (seals of the school) as prizes, one to the best debater in the junior-senior contest and the other to the best debater in the first and second year contest. The offer of the class of 1909 has been renewed for next year. From this list of 12 the committee selected Marjorie Barnes, L. J. Heller, A. J. Covert, and C. J. Shaw as Central's representatives in the contests with the other schools. It is the custom of Central to present members of the school team with the seal of the school. These seals in the form of fobs are highly valued.

Before discussing the interscholastic debates two other matters connected with this year's season should be mentioned: First, the woman's suffrage debates, and, second, the student house of representatives. At the beginning of the year two of

the woman's suffrage societies of the District offered silver medals to the best debaters who should participate in the debate on woman's suffrage before the respective societies. In each instance medals were awarded not only to the best affirmative speaker but also to the best negative speaker. One of these debates was held at the residence of Mrs. A. L. Barber and the other at the home of Mrs. Henderson. The speakers on both sides elicited much applause.

The house of representatives was an attempt to give students some idea of the parliamentary procedure of the National House. Members were chosen from the different sections corresponding to the different States of the Union. On the floor, students assumed the names of prominent Congressman. The sessions were interesting and well attended. It is my opinion, however, that this interest demands an amount of attention to details out of proportion to the results obtained. Therefore, I suggest, in view of the willingness of the Alumni Association to offer prizes for a declamation contest, that such a contest be substituted for the more cumbersome house.

It is not necessary to enlarge upon the value of interscholastic debates. There are, however, some features of the debate work at Central which ought to be pointed out. One of these is the character of subjects discussed. In the last three years Central teams have investigated and discussed such subjects as Federal incorporation, the initiative and referendum, the central bank, and many other questions of equal importance.

Central has for some time strongly advocated the holding of debates at night. This year all of our interschool debates took place in the evening. The attendance demonstrated the popularity of the time, as there were in both cases nearly a thousand persons present.

One of the most gratifying features in connection with these contests is the fact that prominent men are willing to serve. Such men as Justice Stafford, Justice Van Orsdel, and Justice Anderson, Attorneys Worthington and Darlington, as well as Members of Congress honored us by serving.

A large number of Central debaters have made good on college teams; for instance, Gates, Shreiber, and Van Vleck, at George Washington, Edgerton at Cornell, and Koschwitz at Pennsylvania.

Another gratifying feature of the past debating season was the editorial which appeared in the Evening Star of January 15. The writer, Mr. Gideon Lyon, had attended the Central-Technical debate of January 13. He sums up the value of these contests in the following words:

#### "HIGH-SCHOOL DEBATES.

"Interhigh-school debates in this city, which opened Friday evening with an encounter between the Central and Technical teams on the subject of the selection of the House of Representatives' committees by a committee instead of by the Speaker, are an important factor in the educational process. These debates, which arouse keen rivalry and partisan spirit between the schools, are the cause of a close study of public questions of the day, besides training their participants in public speaking and in logical thinking. The subject of Friday night's forensic battle was one that is at this moment of the keenest political interest, and it behoves all students who are approaching the years of citizenship to grasp it in its many phases. With their pressing duties in the classroom it is sometimes difficult for the public-school pupils to gain comprehensive understanding of the many issues of present-day politics. The debates, however, both for the participants and the auditors, supply this lack in good measure, and, as in the case of this opening encounter, in good form.

"One of the advantages offered by Washington as an educational center is illustrated by the opportunities here afforded to all students of political matters by the presence of the leading Americans in public life, and the chief exponents of the Government,

The young debaters who have just wrestled with the subject of a committee on committees had access to the most expert opinion. Their researches brought them into communion with the leaders of Congress. On all other subjects of modern interest research is in Washington much easier than elsewhere and more effective and satisfactory. It is possible here to obtain first-hand judgment upon any phase of every question, for here are located for a part of each year the leading advocates of every conceivable political doctrine.

"The educational value of the high-school debates is not limited to the acquisition of information upon the subjects discussed. The work of preparation is in itself valuable, not merely the reading and hunting for authorities, but the planning for the attack and defense, the arrangements of arguments, the provision of material to meet the assertions of the opposition. These debates are vitalized study and deserve the heartiest encouragement on the part of both school authorities and the parents."

### 3. THE ATHLETIC ASSOCIATION.

From the report of Mr. Alden, the president of the Athletic Association, to whose untiring vigilance much of its efficiency has been due, I select the following:

The athletics of the school are under the supervision of the Athletic Association. The membership of this association is composed of such students and members of the faculty as are interested enough in athletics to pay \$1 a year for the support of the association. This year the association had more than 600 members. The officers of the association are chosen from the faculty and the student body by a vote of the membership, the executive and supervising power resting largely in the officers chosen from the faculty.

The Athletic Association recognizes the following sports: Football, track, baseball, basket ball (girls), and tennis (girls). By "recognizes" I mean that the association supports these teams financially and confers on successful athletes the school letter. The expenses of the association are met by the membership fees. This year the association received an additional \$300 from an entertainment given by the Dramatic Association. We close the year with a surplus.

There was a movement this year toward the formation of a tennis team for boys, but the interest manifested did not appear strong enough to warrant its recognition.

One of the aims of athletics is the physical benefit of as large a number of pupils as possible. The relative merits of interschool as opposed to intraschool athletics in attaining this end has been discussed frequently. It seems to me that the best result will be obtained by a combination of both methods rather than by the employment of either to the exclusion of the other. The purpose of interschool athletics is being accomplished at Central; there is much competition for positions on the various teams and there is a strong school spirit. I suggest that, without changing the policy regarding interschool athletics, an effort be made to develop interclass or intersection contests of various kinds. This spring an interclass track meet was held and it is hoped that there will be another one next year."

Our teams have been on the whole successful. Under the coaching of Mr. Thomas football has been put on a businesslike, rational basis. The result was the first football championship since 1902. No serious injuries occurred in practice or in the games, and much material among the younger boys was developed for next year. The lack of similar intelligent supervision resulted in a disastrous baseball season.

Under Mr. Foley the track team for the sixteenth time won the high-school championship and was victorious in other meets. The cause is not a mystery. Mr. Foley adds to his wonderful art of coaching, an enthusiasm for his work which attracts more boys for the winter indoor work than can be adequately cared for. These boys are

patiently, carefully, and slowly developed. No boy is permitted to attempt a feat for which he is not ready, and out of the large number of boys who have been training (all of them with profit) only the "fit" are permitted to enter into keen outside competition.

#### 4. THE DRAMATIC ASSOCIATION.

The work of the Dramatic Association was directed by the following teachers: Mrs. Walton, Miss Orr, Miss Foster, and Miss Darwin.

I quote at length from the report of the chairman, Mrs. Walton. The report makes clear the high aim of the committee but modestly fails to point out how successful the work has been and how much pleasure and profit has come to the whole school through its efforts. I need not speak of the value of dramatic presentation as an adjunct to the work in English and in the foreign languages. There are great possibilities, too, for dramatic work, I believe, from cooperation with the history department. Mrs. Walton says:

The love of re-presenting the life we see or read about is keen in the tiniest tot. What does this mimic instinct mean? And what shall we do with it? Shall we make actors of our boys and girls? The time has now come when the question must be answered. Educators know that instincts must be directed and led, not driven and killed. Much good literature has been as chaff all these years because we were not "up and doing." For 18 years we have had plays in the several high schools, but never a dramatic organization supported by principal and faculty as we have now. We plan to make the dramatic association a serious working factor in the education of our boys and girls—not a "Mask and Wig Club" to cover and disguise—but an exponent for sincere delving for inspiration to create, develop, and express all the beautiful things in literature.

The study of acting pursued as we are endeavoring to pursue it, is an education for life's work, and familiarizes the pupil with every phase of human nature, and with the laws that govern voice and body. We are not losing time for we are not training pupils for the stage, we are training these boys and girls to manage their bodies, voices, manners, and morals through right thinking.

Our purpose is not to "put on" plays, but to create a vital interest in gathering the thought from the printed page and presenting it in an appropriate manner, whether it be on the stage or on the floor of the classroom. While doing this we are constantly giving Hamlet's warning: "Now, this overdone makes the judicious grieve, the censure of which one must, in your allowance, outweigh a whole theater of others." Pupils are encouraged to bring stories, poems, dramatizations, and act them, if they are suitable to exploit a principle.

Last year we studied throughout the term, "A Midsummer Night's Dream," using certain passages to develop certain needs (in the individual) without any thought of playing—the method played itself. The cast had one full rehearsal and gave a creditable presentation at the end of the year. The other plays given during the year 1909-10 were the following:

1. Scenes from The Merchant of Venice.
2. Christmas play—December 23, 1908.
3. Chaucer playlet (based on the prologue to the Canterbury Tales and written by pupils).
4. Tableaux arranged by Miss Rainey.
5. Einer Muss Heiraten.

The *Rivals* by Sheridan was the great work studied during 1910-11. Three public performances of this play were given with unusual success at the end of the season. Other plays given during the year were:

1. Sketches from Mark Twain.
2. A Christmas play (incorporating the above work).
3. Scenes from the *Odyssey*.
4. A very polite vaudeville for the benefit of the playgrounds.

In conclusion, permit me to express my appreciation of the unfailing courtesy and support which I have received from you.

Very respectfully,

EMORY M. WILSON.

Mr. A. T. STUART,

*Superintendent of Schools.*

CENTRAL HIGH SCHOOL.

TABLE I.—*Total enrollment, by years, courses, and sex, 1910-11.*

Year.	Academic.			Scientific.			Total.			From last year.	Subse- quent admis- sions.
	Boys.	Girls.	Total.	Boys.	Girls.	Total.	Boys.	Girls.	Total.		
First.....	95	169	264	44	82	126	139	251	390	.....	.....
Second.....	75	162	237	46	93	139	121	255	376	.....	.....
Third.....	69	104	173	38	61	99	107	165	272	.....	.....
Fourth.....	50	100	150	19	52	71	69	152	221	.....	.....
Total.....	289	535	824	137	298	435	436	823	1,259	768	491
Withdrawals.....	45	74	119	24	37	61	69	111	180	.....	.....
Total at close of year.....	244	461	705	113	261	374	367	712	1,079	.....	.....
Graduates.....	30	71	101	17	42	59	47	113	160	.....	.....

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	1,100	1,079.8	98.1
October.....	1,114	1,062.4	95.3
November.....	1,107.5	1,052.1	95
December.....	1,091.7	1,018.8	93.2
January.....	1,079.3	1,014.2	93.9
February.....	1,160	1,081.4	93.2
March.....	1,135.3	1,068.6	94.8
April.....	1,119.4	1,042	93
May.....	1,105.5	1,033.5	93.5
June.....	1,088.5	1,015.6	93.3
Total.....	1,109	1,046	94.6

TABLE III.—Showing number of teachers, average enrollment, whole enrollment, and number of graduates.

<sup>1</sup> Technical school separated.

TABLE IV.—*Percentage of eighth grade transfers surviving in Central High School.*

Date of entry.	No.	Second year.	Third year.	Fourth year.	Graduate in 4 years.	Graduate finally.
September, 1899.	387	66.1	42.3			
September, 1902	198	83.3	66.6	52.5	33.8	44.3
September, 1903	279	76.7	65.2	51.9	36.9	48.3
September, 1904	289	77.1	59.5	54.6	38.4	48.3
September, 1905	318	80.8	60.6	53.1	39.3	48.3
September, 1906	294	78.5	59.5	47.2	31.2	42.3
February, 1907	34	91.1	76.4	58.8	17.6	35.3
September, 1907	233	86.1	71.2	65.6	41.2	
February, 1908	55	81.8	52.7	43.6		
September, 1908	214	81.2	69.6			
February, 1909	111	82.8	63.9			
September, 1909	231	85.7				
February, 1910	100	87.0				
September, 1910						
February, 1911						

## REPORT OF PRINCIPAL OF EASTERN HIGH SCHOOL.

SIR: I have the honor to submit to you the following report of the Eastern High School for the year ending June 30, 1911:

In every way this has been the most satisfactory year of the five years during which I have been principal of the school. There has been steady progress in the development of the school during these years, but the cumulative results have shown in a gratifying way during the past year. Out of numerous items of importance in the life of the school I select the following as especially worthy of mention:

1. *Enrollment.*—During the past year the enrollment has shown conservative increase characteristic of the past four years. The following table presents the total enrollment, average enrollment, and average attendance for the years 1910-11, 1909-10, and 1905-6; the absolute increase since 1905-6 and the percentage of increase; and the average annual increment:

	1910-11	1909-10	1905-6	Increase.	Per cent of increase.	Increment.
Total enrollment.....	447	433	313	134	0.43	27
Average enrollment.....	366	384	269	127	.47	25
Average attendance.....	380	366	254	128	.50	26

The highest enrollment for any month was in February, 428 as compared with 403 for February, 1910. On the last day of the school year there were enrolled 327 (exclusive of the graduating class), as compared with 316 last year and 197 in 1906.

The distribution of the sexes (total enrollment) is 147 boys and 300 girls.

There have been more withdrawals this year both absolutely and relatively than last year. Twenty-seven boys and 29 girls have withdrawn. The figures for last year were 25 and 17, respectively. The increase is due to three causes: A larger number of poorly prepared pupils, more ill health, and more removals from the city. The increase in the number of withdrawals is most marked among the first-year pupils and amounts to about 12 per cent. Causes one and two noted above are responsible for this loss. Most of those who have withdrawn on account of ill health expect to return.

The per cent of withdrawals in the first year, however, is still low as compared with the generality of cities. In explanation of this fact I quote from my statement of last year which still seems to me to cover the situation: "I attribute our good showing in this respect in part to the semiannual reclassification of pupils possible under the semester system, thus eliminating the necessity of carrying pupils in classes long after they have absolutely failed; and in part to our practice of assigning extra periods to the first-year classes whenever possible, during which the pupils study under the direct supervision of the teacher." This device has now been in use for two years with markedly satisfactory results.

I reported last year an improvement over preceding years in the matter of attendance. The improvement has continued. The per cent this year is 96. In 1905-6 it was 94.6. There have been fluctuations but, on the whole, steady improvement in these years.

*II. Material equipment.*—I reported last year a number of necessary and much appreciated additions to the material equipment of the school; also that there were still some serious deficiencies, as follows: Wiring and fixtures for electric lighting throughout the building, but especially in the assembly hall; demonstration and experiment apparatus for the physical laboratory in order that the elaborate electrical installation in the laboratory might be made available for purposes of instruction; apparatus cases for the physical and biological laboratories, and filing and book cases for various departments.

The need for physical laboratory apparatus has been met in part; all the other items are still in expectation.

In this connection I may note that several important repair items have been asked for this year—some of them for several years. Chief among them are the kalsomining of the parts of the interior of the building not kalsomined two years ago and certain interior alterations which will result in one more available classroom.

*III. Departmental work.*—In my report last year I spoke of certain hindrances to efficiency in our school work. I wish to repeat, in the main, what I said.

One serious hindrance to our work is the noisy location of the building. We are beset almost continuously upon the west side of the building by the noise of heavy teams passing over rough-block paving. The noise is so great at times as to cause the suspension of class work. Not only is time thus stolen from us, but also the noise and confusion are a constant nervous irritant to the teachers. On the other side of the building there is the playground of the Wallach and the Towers Schools. During three recess periods of these schools, aggregating nearly 45 minutes a day, we are subject to the noise of

several hundred children at play. As on the other side of the building there are times when class work has to be suspended entirely.

As 45 minutes is about one-sixth of the school day, it might be interesting and profitable to inquire just what the financial loss to the District is in maintaining a school where a certain amount of time is lost each day from the teachers' available teaching hours. The total might be startling.

This waste so far as the street noise is concerned might be eliminated by repaving this section of the street with asphalt. For the third consecutive year I am asking that such an item be included in the estimates.

Of course the noise from the grade-school children is inevitable as long as this school is housed in this building.

The other two hindrances referred to last year were spoken of as remediable. The first of these was the "feeling of hurry incident to the closely packed school day"; the other, the "broken programs incident to the period of transition to the semester system." The latter is still noticeable, but is each year less in evidence. The former has been partly obviated by lengthening the school day, not to 2.30, as recommended, but to 2.15. I hope that the recommendation of the high-school principals that the day be officially extended to 2.30 may become effective next year.

One other hindrance to effective work, however, becomes increasingly operative—the lack of rooms for class purposes.

In spite of all handicaps, however, the work of the several departments has been done even more successfully than in former years. These obstacles have been neutralized in part by the skill, fidelity, and enthusiasm of the teachers.

Certain matters I wish to speak of specifically.

*Latin*.—The work in this subject has been as satisfactory as it could be under existing conditions. It will never be fully satisfactory until the study is begun earlier than at the beginning of the present high-school course. It should be begun not later than the seventh grade.

One improvement, however, can be made immediately; the college requirements in Latin have recently been broadened and made more elastic. Our course should be made to correspond.

*English*.—I wish to speak of four matters in connection with the work in English: (1) Correlation with other subjects; (2) correlation with debating and dramatics; (3) reading, spelling, and handwriting; (4) possible improvement in course.

(1) At the beginning of this year all teachers were directed to cooperate in improving the English work of pupils by observing the following rules:

1. All very bad papers are to be given back to be rewritten.
2. In the case of examinations the mark is to be withheld until the paper has been satisfactorily rewritten, but when the mark is given it is to be based upon the subject matter of the original paper.
3. Teachers are to correct, as far as possible, errors in English made in recitation.
4. The following code is to be used in marking papers:
 

sp.....	spelling.
P.....	incorrect or omitted punctuation.
Cap.....	capital.
¶.....	paragraph.
st.....	bad structure.
^.....	word or words omitted.
underlining.....	word used erroneously.

This plan has been carried out with a considerable degree of success.

(2) During the past year there has been effected a direct coordinating of the class work in English with the debating interests of the school. The following rule has been in force: "Credit shall be given by the English teacher to those pupils who do good work in intra-scholastic debating, and this credit shall be considered when the English marks are made out. At each debate the judges shall submit to the chairman of the debating committee a list of the speakers doing good work in debate, and this list shall be kept on file for the English teachers." This integration has worked to the benefit both of debating and the regular class work in English. The correlation between dramatics and the English work has been less formal but none the less real. I hope we may work out for them a similar plan.

(3) For the past four years we have made consistent efforts to improve the oral reading of the pupils and have attained some gratifying results. The reading of the pupils, however, is still not so good as it should be. We can not give sufficient time for phonetic analysis and drill. It would appear from the reading of the first-year pupils that the elementary schools also fail in this respect.

During the past year we have been making a special effort also to secure better spelling and better handwriting. The manifest deficiency of high-school pupils in these two respects is due in considerable measure to the carelessness of haste. Both in the high school and in the elementary school there is a tendency to excess in written work, and pupils come to regard quantity rather than quality. I think we have made some progress in turning the attention of pupils to these two formal matters, but it is too early to speak with certainty.

(4) In general, I think our English work may be improved on its formal side by some reduction in the amount of written work and rigid insistence upon accuracy. This is especially desirable in the second year.

A better balance in the course might be secured by lightening the fourth year. Some of the reading prescribed for that year should be transferred to the second year. Another improvement would be to have more historical reading in the first and second years and to have a chronological arrangement of the literature in the fourth year.

*Modern languages.*—The amount of work in modern languages has steadily increased during the past five years. Five years ago we had one teacher of German, and half of the time one teacher of French. This year we have had 16 classes in French and German requiring the full time of two teachers, of the head of the department, and part of the time of two other teachers. Next year there will be 19 classes—12 German, 6 French, and 1 Spanish. For the past two years the French has been taught by Mr. Schwartz, with the exception of one class this year taught by Mr. Wallis. Mr. Schwartz should be teaching German. Of course Mr. Wallis's full time should be given to mathematics. A teacher of French, therefore, is an imperative necessity in order that the work in modern languages may be assigned to the best advantage.

*History.*—For the first time since the four-year course in history was established we have had a properly organized second-year class in history. The work in this class has been of especial interest to both pupils and teacher. The usual classes in ancient history and in American history and a class in civics have been carried on. I repeat my recommendation for a change in textbook in ancient history. The book now in use is too advanced and too difficult for first-year pupils. The first-year pupils, of course, are lacking in general information, in background, and in vocabulary. The book in question assumes attainments in these three respects that the pupils do not possess. They can not read the text understandingly, and much failure and discouragement is attributable to this source.

*The sciences.*—The work in physics, chemistry, and biology presents no new features except that the complete availability of the electric installation has been of great advantage in all of these departments, and particularly in physics. Demonstrations that heretofore were impossible have been made and laboratory work of individual pupils has grown in interest and effectiveness. The textbooks in chemistry and physical geography are unsatisfactory.

*Stenography and typewriting.*—The year's work in these two subjects has been satisfactory. During the year 33 pupils were enrolled in major typewriting (eight periods a week) and 32 minor typewriting (two periods a week). The touch method was taught and pupils were tested at the close of the year upon machines with blank keys. They learned the names and uses of the most important parts of the machine, how to oil and clean it, and to make all ordinary adjustments. The necessity for accuracy was impressed from the beginning and they

were at all times instructed to write no faster than was compatible with accuracy. A few advanced sufficiently so as to practice for development of speed. With three or four weeks more of practice several of these students will be able to copy at the rate of 50 words per minute.

Forty-three pupils were enrolled in the stenography classes. The pupils were carefully drilled in phonics. They were required to write exercises repeatedly in shorthand, both on paper and at the blackboard in order to gain ease and accuracy in the formation of stenographic outlines. They were urged to improve their knowledge of English by avoiding incorrect constructions and by continued efforts to add to their vocabularies. Some pupils who did not do particularly good work in shorthand at least derived some benefit from its study, in that they developed the power of attention, in which they were at first deficient.

Very little time was available for speed dictation, but a few of the pupils were able to take short letters at the rate of 85 words per minute. For the last three weeks of the school year I personally used three or four of the students for my correspondence.

The experiment indicates clearly the need of such work in this school, and the desirability of developing as fast as possible a full commercial course. This of course, is not immediately practicable, but I shall take up definitely next year the formation of plans for such development.

*Art.*—The results in this department have been better than ever before. In the third and fourth year classes a consecutive two-hour period has resulted in great economy of time and effort. The pupils have accomplished a third more work than in former years. The major and normal classes have given one hour a week to the history of art. The question of a third-year boy, "Was the Renaissance before or after Christ?" is evidence of the need of this work.

*Physical training.*—The work in physical training for the girls is increasing yearly in value and effectiveness. This year two consecutive periods a week have been devoted to physical training. This allows time for dressing, rests, and discussion of principles of hygiene as well as the class and individual exercises. The physical examinations, made twice a year, are used more each year to throw light upon the pupil's general health and ability. The grades in physical training are included in the markings upon which honors are awarded. It is very desirable that physical training, as also drawing, which are required subjects, should have a "credit" value toward graduation.

As stated last year, "the most urgent need of the school, in the matter of instruction is a physical instructor for the boys." We are doing much for the girls; nothing for the boys. The need is quite as great. An "athletic trainer" is not what is wanted. What is

wanted is a man whose knowledge of athletics is equalled by his knowledge of the hygiene and physiology of development and who is morally sound to the core. The present scale of salaries makes it practically impossible to secure such a man. This is the strongest argument from expediency for placing "special" teachers in class 6.

IV. Student activities.—The institutional activities have been conducted in a wholesome way, in the main.

(1) *The school periodical*.—The *Easterner* has been published quarterly. The literary quality, which was notably good last year, has been maintained, and the business management has been sagacious and careful, resulting in a substantial profit. Both editor and business manager have had valuable experience in conducting this work.

(2) *Debating*.—I reported last year it was my conviction that the feature of interschool competition was being overworked. "Instead of a general interest in debating, widespread among the pupils, there seems to be growing up a specialized interest in competitions confined to the few who take part. As in athletics, the interest that should find expression in active participation finds expression in witnessing and getting excited over the competition. The committee in charge of debating hopes to foster interest in the future in intraschool debating."

Such a plan has been devised and operated very successfully this year. More than 60 pupils participated in the series of intraschool debates. The subjects debated have been worth while, but simple enough to be grasped by the debaters. The interest has been keen and the attendance of fellow pupils large. Certain difficulties have presented themselves—notably the work of assisting the debaters has been somewhat burdensome to the teachers, but it is confidently expected by the committee that the plan will be perfected next year.

(3) *Athletics*.—The athletic interests of the school have been carried on in a wholesome manner. We were fortunate in securing the services as coach of a young man whose influence with the boys was thoroughly wholesome and invigorating. Under him they not only tasted the joys of success, but they also secured the genuine discipline in which athletic sports, when properly managed, are so rich. I sincerely regret that the services of Mr. Donnelly will not be available again, as he has received an appointment as instructor in the Maryland Agricultural College.

The expense of athletics is becoming each year more serious. A large part of the expense, the cost of coaching, is illegitimate. It would be obviated by the employment in each school of a properly qualified physical instructor.

(4) *The cadet company*.—I wish especially to note the beneficial effects of the plan so long recommended by the principals of having the competitive drill held upon the White Lot. The intensity of excite-

ment characteristic of former years was greatly lessened. On the other hand, real interest in the company was strong and healthy.

Two improvements are desirable in connection with the cadet organization. (1) The dignity and desirability of the regimental officerships should be enhanced. The intense desire to be a winning captain degrades the regimental honors. It is not uncommon to hear the cadets speak contemptuously of these honors as compared with company commissions. A remedy for this condition, if it be remediable, should be carefully sought. (2) A plan should be evolved whereby all boys might receive the benefits of the military drill. I have a suggestion to this end which I shall present next year to the high-school principles, and which I hope may be digested and elaborated by them into a workable procedure.

(5) *Entertainments.*—The various exhibitions and entertainments given by the students have been a source of genuine pleasure to pupils and parents. The play given as our annual entertainment in May was beautiful in itself and was charming in presentation. The following letter expresses the appreciation of a chance visitor:

To the EDITOR OF THE STAR:

Will you permit a visitor in your city to express through your columns his pleasure in witnessing the pretty Irish play given by the pupils of the Eastern High School, and surprise at the ability they displayed? Many a professional troupe might learn from them, and the wonder is that with the little time they must have been able to give, they have reached such excellence. I was delighted throughout and shall carry back to the high school of my own distant city an enthusiastic account of it. The simplicity and naturalness of the mimic love-making were a striking feature, and the dance of the young couples and the "waving hands and woven paces" of the fairy were alike charming. I never saw a single one of the pupils of that school before, but I congratulate them and the teachers who train them.

HENRY READE.

It represented a very practical correlation and cooperation of the departments of English, art, physical training, and music.

I can not conclude this report without reference to the resignation from the high-school service of Miss Phoebe Holmes. Miss Holmes was a teacher in this school from the founding of the school until two years ago, when she was granted an indefinite leave of absence on account of ill health. Her malady having become permanent, she has been obliged finally to sever her connection with the school. The loss is personal and keen to all who were associated with her either as students or fellow teachers.

With appreciation of your courtesies, I am,

Very respectfully,

W. S. SMALL,  
*Principal.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

## EASTERN HIGH-SCHOOL STATISTICS.

TABLE I.—*Total enrollment, by years and sex, 1910-11.*

Year.	Total.			From previous year.	At the opening of school.	Subsequent.	Total.
	Boys.	Girls.	Total.				
First.....	62	90	152	36	82	70	152
Second.....	31	92	123	95	113	10	123
Third.....	32	61	93	76	81	12	93
Fourth.....	22	57	79	75	71	8	79
Total.....	147	300	447	282	347	100	447
Withdrawals.....	25	37	62	.....	.....	.....	62
Total at close of year.....	123	265	388	.....	.....	.....	388
Graduates.....	16	50	66	.....	.....	.....	66

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	378.1	372.2	98.4
October.....	387.5	376.3	97.1
November.....	383.8	368.5	96.02
December.....	377.5	362.5	96.02
January.....	379.1	363.1	95.7
February.....	428.4	406.6	94.9
March.....	419.0	400.6	95.6
April.....	412.2	391.1	94.9
May.....	403.7	385.7	95.5
June.....	390.9	375.6	96.1
Total.....	396.0	380.0	96.02

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.			
				Third year.		Fourth year.	
				Boys.	Girls.	Boys.	Girls.
1890-91.....	7	158.0	189	.....	.....	.....	.....
1891-92.....	11	239.0	270	.....	.....	.....	68
1892-93.....	15	329.0	386	31	37	.....	.....
1893-94.....	17	366.0	400	29	48	5	6
1894-95.....	19	393.2	452	25	31	9	16
1895-96.....	21	394.4	467	.....	1	8	23
1896-97.....	21	401.0	453	.....	.....	10	34
1897-98.....	21	445.0	511	.....	.....	18	34
1898-99.....	21	468.0	538	.....	.....	24	36
1899-1900.....	22	460.4	532	.....	.....	20	41
1900-1901.....	22	411.2	458	.....	.....	13	42
1901-2.....	22	374.6	416	.....	.....	19	39
1902-3.....	21	292.0	342	.....	.....	20	28
1903-4.....	20	286.0	314	.....	.....	11	33
1904-5.....	19	275.9	308	.....	.....	11	37
1905-6.....	18	269.0	313	.....	.....	14	22
1906-7.....	18	306.0	335	.....	.....	11	24
1907-8.....	21	353.4	388	.....	.....	15	33
1908-9.....	22	361.8	405	.....	.....	14	42
1909-10.....	23	384.0	433	.....	.....	17	55
1910-11.....	24	396.0	452	.....	.....	16	50

## REPORT OF PRINCIPAL OF WESTERN HIGH SCHOOL.

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SIR: I beg to submit for your consideration the annual report of the Western High School for the year closing June 21, 1911.

### HOUSING CONDITIONS.

Owing to the building operations which have been in progress during practically the entire year the work of the school has been carried on under difficulties, but these have been met by a splendid spirit on the part of both teachers and students, with the result that there has been no lowering of the standard of scholarship, and the year just closed may be counted one of the most successful in the school's history.

Early in the school year six additional class rooms, three laboratories, and a drawing-room were ready for occupancy. While the fittings for these rooms were not immediately available, through the courtesy of the superintendent of janitors, who supplied students' furniture for the interim, and of the superintendent of repairs, who gave liberal assistance in matters not covered in the building contract, we were able to take possession of the new rooms as soon as they were finished, not waiting for the furniture especially designed for the rooms. This was set up as soon as it arrived. At this writing the entire sum of \$14,000 appropriated by Congress for the equipment of the Western High School has been expended. Below is tabulated a memorandum of the various items of expenditure:

#### *Memorandum of expenditure of \$14,000 for the equipment of the Western High School.*

##### Electric wiring:

Kluckuhn contract.....	\$3,115.00
Extras.....	185.00
	<hr/>
	\$3,300.00
Electric wiring—Physics department, Courteney.....	2,860.00
Gas and electric fixtures—Catlin.....	2,659.30
Clock and bell system—Standard Time Co.....	824.00
Telephone conduits.....	125.00

##### Furniture:

Department of physics—	
Switchboards.....	780.00
Five tables.....	526.00
Shelf.....	13.00
	<hr/>
1,319.00	
Department of biology—	
Six tables.....	246.00

## Furniture—Continued.

Department of drawing—		
20 chairs .....	46.60	
20 tables .....	425.00	
Blue-print frame.....	15.70	
One tray .....	7.00	
		494.30
Office—		
One rug.....	50.71	
Desk.....	42.90	
Filing devices.....	113.03	
		206.64
General—		
154 sets students' furniture, 5 extra chairs.....	780.00	
4 teachers' desks.....	66.72	
4 costumers.....	58.80	
1 rug.....	50.71	
148 folding chairs.....	83.25	
Shades.....	276.41	
108 bentwood chairs.....	208.44	
In-and-out register.....	11.75	
3 telephone booths.....	125.00	
Bookcase.....	5.85	
9 umbrella stands.....	70.00	
Baloptican and screen.....	244.10	
		1,931.03
Blue prints and tracings.....		34.80
Total.....		14,000.07

Although the \$40,000 appropriated for the completion of the additions and alterations to the building became available July 1, it was not until March 1 that the work was actually begun. The delay arose from the fact that while the sum of \$40,000 was actually more than \$5,000 in excess of the highest bid submitted by the original bidders for this work, by the time the appropriation became available and bids were advertised the price of materials had so advanced that no bidder came within the sum appropriated. This necessitated the rewriting of specifications and the breaking up of the work into separate contracts. By the time this was done winter was upon us, and it became necessary to postpone the work of tearing out the front of the building until spring.

At this writing the alterations to the front, involving the enlargement of the lunch room and assembly hall, the erection of the large pillared porch, and change of windows in the old classrooms on the east front are well under way. The contract calls for the completion of this work August 31, so that there is at least the hope that these improvements may be finished before the opening of school, September 18.

The four rooms of the northwest wing are to be built by the District. That work has not yet been begun, although I am assured that it will be at an early date. The completion of the south entrance, a separate contract, has not been begun.

## ORGANIZATION.

For the first time in three years we were able to accommodate the entire school for the full session from 9 to 2. The advantages of this arrangement can only be appreciated by those who have had to organize a school under the half-session plan. At the close of last year a certain disintegration of the first-year sections which had been assigned to afternoon hours and shortened periods had become apparent. Indeed the effects of the half-session plan of organization may still be traced in depleted sections and increased numbers of "conditioned" students in the groups which were assigned to half-time programs. The result will be more or less apparent until the graduation of the classes whose first year in the high school was subject to such limitations in opportunity.

This point is stressed in this report as a matter for careful consideration of those who may feel that it is an economy of organization to run a high school in shifts. While it is not to be denied that many adult students might profit by the use of the high school plant during the hours when it is closed to the regular pupils, and while I would always favor such an extension of the uses of the school equipment as would make it serve the largest number of pupils possible, the recent experience has led me to believe that the classes entering the high school from the eighth grades should have the advantage of the full session. There is sufficient strain in the adjustment to the new conditions and studies without the limitation imposed by the assigning of freshmen to afternoon hours and shortened periods.

## NEED OF PHYSICAL TRAINING TEACHER FOR BOYS.

In estimating the needs of the school none seems so pressing as that of a male teacher specifically charged with the physical welfare of the boys of the school. We need a teacher of physical training whose entire time would be given to the school, who would not only conduct classes in the gymnasium, doing corrective work, making record of pupils, and all that is usually understood under the general subject of physical instruction, but who would take charge of the athletic interests of the school as well, supervising practice, directing sports, organizing and coaching teams, and, in short, directing this department of school interest.

Athletics have become so vital a matter in the high schools of Washington that their control should be specifically provided for by the appointment in each high school of such a man.

In the Western High School this need is felt very acutely for the reason that during the year just closed no provision was made for physical training for boys.

While the men of the faculty have each rendered valuable assistance in the management of the school sports, their help was nevertheless inadequate to the situation. There is a full and heavy program of work in this department awaiting assignment to a trained specialist. Parcelling it out to a group of teachers of Latin, chemistry, history, and mathematics will never result satisfactorily, no matter how willing the teachers of academic subjects may be to assume the added responsibilities.

Moreover, the organized sports, following one another in quick succession, demand daily supervision of practice, or after-school games, from 2 to 4.30 or 5 o'clock and each Saturday morning. It has been impossible to provide this supervision from the faculty of the school.

It is a matter of history that our football team, deprived of the training of a regular coach, came out of its first inter-high school game so badly crippled, in spite of the fact that its members were individually quite up to the standard of former Western teams, that it had to be withdrawn from competing in the remaining games of the season. It then became apparent that we must make provision for some supervision of sport, and for the first time in the history of the Western High School athletics we resorted to the hiring of a paid coach. Too much can not be said of the efficient service of Mr. Bird as coach of the track and baseball teams. Through his efforts the boys were stimulated to regular hours of practice and strict regimen in training. He developed teams which were an honor to the school and whose individual members derived great personal benefit from the training and experience. The Western High School is both appreciative and grateful for the service rendered by Mr. Bird.

Nevertheless, the system of hiring an athletic coach outside of the school faculty is undesirable from many points of view and should be resorted to only as a regrettable necessity. That we have been fortunate this year does not minimize the menace to high standards in sport or the prostituting of high school athletics to so-called "professionalism" entailed by such a plan. Moreover, the payment of a coach is a severe drain upon the treasury of the athletic association. This treasury is sustained by funds raised in an annual entertainment authorized by the board of education. All of the pupils of the school participate in the effort to raise this money. Under the present system of conducting athletics but a very small proportion (not more than 30 per cent of the boys of the school, nor more than 10 per cent of the student body) actually reap the benefit of personal participation in athletics.

I respectfully submit that if it is conceded that in any high school a coach for athletic teams must be hired he should be chosen by the board of education and his salary should be determined and paid

out of public school funds. The responsibility of filling so important a position should not rest with the individual schools, nor should the burden of meeting the financial obligation.

Finally, the gravest objection to conducting high-school athletics under the supervision and training of paid coaches, who are not members of high school faculties, is that by this system the scope of athletic work is limited to the development of teams. Only promising material is worthy of the attention of the trainer who must look to personal reputation and pride in results for the major part of his compensation. The work becomes intensive rather than extensive, and the particular lad to whose development the physical benefits of athletic training and the social benefits of manly sport are essential is hopelessly eliminated from participation. The only solution seems to be the appointment in each high school of a man as director of physical training for boys, and I most urgently recommend that this matter receive your favorable attention.

#### SALARY SCHEDULE.

The efforts of the board of education to secure the legislation necessary to place high-school teachers of drawing, music, physical training, manual training, domestic art, and domestic science in the same salary schedule with teachers of academic and scientific subjects is an acknowledgment of their appreciation of the very serious handicap to the high schools in this discrimination in salary against a part of the faculty, and it is earnestly hoped that their efforts will be continued, consummating a single salary schedule for all service rendered by high school teachers.

While the teachers of the subjects named above who are now in the service have given and will continue to give to their work the utmost within their resources and strength, regardless of the fact of their smaller compensation, yet that is due to the fact that we have in the Washington schools a body of singularly devoted men and women who place professional duty and service above the mere earning of a salary. As these people drop out of the corps it will become increasingly difficult to replace them with efficient teachers, the new appointees being assigned at a salary too small to attract teachers of experience or ability.

#### THE SALARY OF THE HIGH-SCHOOL JANITOR.

Beginning with July 1, 1911, the janitor service of the high schools is subject to a new schedule of salaries.

This schedule provides for the employment of labor for the care of the Western High School as follows: One janitor, at an annual salary of \$900; 1 laborer, at an annual salary of \$420; 2 laborers, at an annual salary of \$360.

While the aggregate amount carried in this schedule is an increase of \$640 over the amount appropriated for janitor service during the current year, it is still inadequate. The salary appropriation for the janitor, the man directly responsible for the care and maintenance of this expensive public property, is not sufficient to hold a responsible man. The experience of the Western High School during the year just closed is a sad commentary upon the unwisdom of intrusting so important and so valuable a plant to the care of incompetent employees.

Early in October the man who for 12 years had given efficient service at the Western High School resigned because, with the increase of the building and of the labor and responsibility attending its care, no provision had been made for increasing the salary of the janitor. Then followed a series of episodes unpleasant to recall and most trying to experience.

One engineer after another came to the building, looked over the work, and declined to accept appointment at the salary offered. It was impossible to get a first-class engineer to take charge of the plant. In one week we had there different janitors, each in turn giving up the work for the reasons stated above. Two other men served for longer periods, and the year closes with a history of seven different men filling, in turn, this most responsible position.

As the care of an expensive plant, the comfort and health, and even the personal safety of teachers and pupils, is dependent upon the efficiency of the janitor, and as experience has demonstrated that it is impossible to keep an efficient man for the salary that is available, I urgently recommend that the board of education include in the expenses for the year 1912-13 to be submitted to the Commissioners, an item to increase the salary of the janitor of the Western High School to \$1,200 as the minimum sum for which adequate service may be had.

#### HOME AND SCHOOL ASSOCIATION.

The Home and School Association of the Western High School has held fewer meetings during the past year than in any other year since its organization. This was mainly due to the fact that owing to building operations we were for several months of the school year cut off from the use of the assembly hall. During the installation of electricity the building was temporarily without lighting facilities, so that evening meetings were impracticable, and for many months of the year the confusion and disorder incident to the changes in construction, and inseparable from it, prevented the holding of any sessions beyond those of the regular school day. However, the association held together, and in spite of infrequent meetings did some excellent work.

In January the association held a meeting at the Chamber of Commerce, on which occasion Prof. Clark W. Hetherington, working under the Joseph Fels foundation in educational athletics, presented certain phases of high-school athletics pertinent to the situation in our local schools and typifying the general athletic situation. It was the general sentiment of those present that the scope of the athletic work should be broadened to include all boys, particularly the under-developed lads, and that the association would take steps to bring this about in the school with which it is allied.

One of the most significant developments in the Washington schools during the year just closed is the extension of these organizations throughout the system. Many of the officers and members of the Western High School Association participated in the organization of other home and school associations. Mr. Frederick L. Siddons, president, and Mrs. Giles Scott Rafter, treasurer, rendering conspicuous service in this general movement.

It is expected that early in the autumn the Western High School Association will undertake a definite program of constructive work. A plan to the extension of the use of the school building and grounds will be one of the first to be considered.

#### PARENTS' VISITING DAYS.

For many years the Western High School has followed the plan of announcing a series of dates on which all of the teachers of the school would remain from 2 to 4 o'clock for the important purpose of holding conferences with parents of pupils. This year the plan was modified. Every school day but Monday, throughout the year, the teachers remained for half an hour after the close of school for conferences with parents or pupils. To the pupil this plan has the advantage of giving help at the time help is most needed and would count for most. The knowledge that the teacher will be in the classroom, ready and willing to assist pupils, would lead many to remain, whom diffidence or disinclination to ask the favor of special consideration might otherwise deter.

The teachers of the Western High School have always been most generous in giving their time after the close of school to help pupils or to school interests. The present plan has the advantage of clearly defining the periods when help may be had, and it is believed that, far from being a burden to the teacher, it has resulted in shortening the period of voluntary service after school. To the parent the knowledge that he may see the teacher any afternoon but Monday of any week in the school year must be far more satisfactory than the old plan, under which it often happened that visiting days were not coincident with the pupils' need or the parents' convenience.

## DEBATE.

The debating interest has developed along somewhat broader lines during the past year. Special emphasis was put upon intra-school debate, with the result that a strong debating society was developed, and interest in debates between teams within the school was maintained to the close of the year.

Through the generosity of the Hon. B. H. Warner, four medals have been placed at the disposal of the debating society to be competed for by teams representing the four years of the school. This promises to further stimulate intraschool debate.

## ALUMNI ASSOCIATION.

The second annual meeting of the Alumni Association of the Western High School took place on Wednesday evening, December 28, in the assembly hall of the school. A delightful program was presented by members of the different classes of Western graduates, after which refreshments were served and dancing participated in.

The same reasons that have prevented other affiliated organizations from holding meetings at the school have operated this year to the disadvantage of the alumni association. But with the opening of the new assembly hall it is expected that interest in this association will be revived, and that another year will record a flourishing organization.

## ENTERTAINMENTS.

From time to time lectures and informal entertainments are given at the school. We have been especially fortunate in securing lectures of distinctly educative value, given by men whose expert information or wide experience have made their presentations as delightful as they were instructive. Many of these lectures were illustrated by lantern slides. Our limitations in this line of work have been due rather to inability to command the price of lantern service than to any lack of available lecturers. The disposition of scientists, men of travel, and others to share with the high school the riches of their study or experience has been markedly generous. With the installation of electricity and the possession of a good lantern and screen, it will be possible to make such lectures a more significant factor in the work of the school.

Among the entertainments none deserves higher praise than the German play given by the pupils of the advanced German classes. It is believed that there is no more effective method of facilitating speech and the use of the idiom of a foreign language than by the presentation of a series of plays, and it is expected that in the department of modern languages this work will be continued as a desirable feature.

The senior class presented *The Rose and the Ring*, a dramatization of Thackeray's fairy tale, as a Christmas entertainment, complimentary to the school and alumni and friends of the school.

The play was under the charge of Miss Merrill, senior-class teacher. The parts were admirably cast, the play charmingly staged, and the entertainment, judged as a whole, was one of the most delightful ever presented at the Western High School.

Through the courtesy of the board of education the play was repeated in January with a small admission fee, and the sum of \$74.05 was cleared. This sum was divided between the general school fund and the track team.

#### THE MAY FESTIVAL.

Owing to the closing of the assembly hall by building operations, the giving of the annual spring entertainment became a very serious problem. After considering many different plans, it was finally decided to accept the help proffered by the music department and give an out-of-door fête, utilizing the roof of the boiler house as a stage, and presenting in costume characteristic scenes, songs, and dances of five nations.

Whether it was the plan of entertainment, or our supreme need, which appealed I can not say, but never was there known in the school so generous and enthusiastic a response.

The boys of the school, working under the direction of Mr. Bleo, of the electrical department, put in all the wiring and switchboards for the electric lighting of the grounds and stage, a practical experience worth many hours in the laboratory or class room.

Through the superintendent of public buildings and grounds we obtained fresh-mown grass to cover the athletic field and many wagon loads of tree trimmings for decoration.

A wagon in the District service was secured to haul young trees from the cut on Massachusetts Avenue. The wealth of material available for decoration made it possible to create a stage setting of great beauty at the cost of but a few hours of school time, while the experience in doing this sort of work may be reckoned a full equivalent in value to the students whose lessons were interrupted.

The program, participated in by 300 students in costume, was pronounced the finest ever presented by the school. As it was distinctly educational in character, prepared entirely within the limits of the school program, arranged and rehearsed by the teachers of the music department under the direction of the director of music, it seems fitting to submit for permanent record, a copy of the program.

Below is submitted the financial statement of the entertainment, a copy of which was sent to each parent and to each member of the board of education.

A financial statement which I submitted to the patrons of the school under date of June 12, 1911, shows:

Total receipts of entertainment.....	\$931.50
Expenditures.....	166.47
Total profits.....	765.03

The amount thus realized was applied as follows:

To the school fund.....	\$65.03
To the athletic association.....	700.00
Total.....	765.03

It will be seen that from this standpoint the entertainment, although given on one evening only, surpassed any previous effort to raise money.

In closing, may I repeat that in no year in the history of the school have the physical obstacles to successful work been so great, and yet, thanks to the fine spirit of a group of devoted men and women to whom an obstacle is a challenge, and to a student body unsurpassed in loyalty, adaptability, and good will, the final accounting leaves us with success written in large letters on the credit side.

The largest class ever graduated received their diplomas on the 19th of June at the Columbia Theater, and of the 72 who finished the high-school course, 34 will enter college in the autumn, and 14 will enter the normal school.

Please accept for yourself and for other school officials, the assurance of grateful appreciation of the spirit of unvarying courtesy and helpfulness which have marked all official relations, and permit me to express regret that in assuming the duties of director of intermediate instruction your future relations to the high schools will not be so close.

Very respectfully,

EDITH C. WESTCOTT.

Mr. A. T. STUART,  
*Superintendent of Schools.*

WESTERN HIGH SCHOOL.

TABLE I.—*Total enrollment by years and sex, 1910-11.*

Year.	Boys.	Girls.	Total.
First.....	82	137	219
Second.....	58	111	169
Third.....	54	78	132
Fourth.....	40	54	94
Total.....	234	380	614
Withdrawals.....	34	59	93
Total at close of year.....	200	321	521
Graduates:			
February.....		4	4
June.....	31	41	72

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	520	512	98.3
October.....	542.1	528.4	97.4
November.....	543.8	517.8	95.2
December.....	538.3	506.6	94.1
January.....	532.9	500.6	93.8
February.....	554	517.05	93.1
March.....	545	513.6	94.2
April.....	545	507	92.9
May.....	512.2	483	94.2
June.....	522.2	485	92.8
Total.....	535	509	94.6

TABLE III.—*Showing number of teachers, average attendance, whole enrollment, and number of graduates.*

Year.	Number of teachers.	Average enrollment.	Total enrollment.	Number of graduates.				Total.	
				Third year.		Fourth year.			
				Boys.	Girls.	Boys.	Girls.		
1890-91.....	2	56	64	.....	.....	.....	.....	.....	
1891-92.....	4	107	126	.....	.....	.....	.....	.....	
1892-93.....	7	156	173	8	24	.....	.....	32	
1893-94.....	10	181	199	12	33	1	5	51	
1894-95.....	11	199	226	7	9	.....	10	26	
1895-96.....	12	245	281	.....	.....	5	15	20	
1896-97.....	14	231	264	.....	.....	5	18	23	
1897-98.....	15	290	320	.....	.....	4	25	29	
1898-99.....	17	339	404	.....	.....	9	25	34	
1899-1900.....	18	342	405	.....	.....	10	15	25	
1900-1901.....	19	323	377	.....	.....	25	23	48	
1901-2.....	17	291	338	.....	.....	18	41	59	
1902-3.....	15	262	303	.....	.....	14	23	37	
1903-4.....	16	300	344	.....	.....	16	32	48	
1904-5.....	18	276	261	.....	.....	17	19	36	
1905-6.....	21	414	463	.....	.....	15	36	51	
1906-7.....	24	430	498	.....	.....	20	21	41	
1907-8.....	26	467	561	.....	.....	19	42	61	
1908-9.....	27	517	614	.....	.....	28	38	66	
1909-10.....	29	531	619	.....	.....	23	40	63	
February, 1911.....	29	535	614	.....	.....	31	41	4	
1910-11.....	29	535	614	.....	.....	31	41	72	

## SUMMARY.

TABLE IV.—*Enrollment of each white high school for each school year, by years, as well as number of graduates each year, etc.*

Year.	1905-6				1906-7				1907-8			
	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Business.
First year.....	408	215	122	479	1,224	422	214	167	594	1,397	348	201
Second year.....	335	145	94	226	800	237	155	78	229	699	340	183
Third year.....	205	48	52	...	305	205	79	53	...	337	262	127
Fourth year.....	124	55	45	...	224	144	50	37	...	231	172	68
Total.....	1,072	463	313	705	2,553	1,108	498	335	823	2,764	1,122	561
Graduates:												
Second year.....			157	157				142	142			129
Fourth year.....	124	51	36	...	211	142	41	35	...	218	172	61
												281

Year.	1908-9				1909-10				1910-11			
	Central.	Western.	Eastern.	Business.	Central.	Western.	Eastern.	Total.	Central.	Western.	Eastern.	Total.
First year.....	403	228	121	660	1,412	405	201	161	767	390	219	152
Second year.....	318	177	109	385	989	337	203	100	640	376	169	123
Third year.....	270	127	111	22	530	277	126	93	496	272	132	93
Fourth year.....	177	82	64	9	332	182	85	79	346	221	94	79
Total.....	1,168	614	405	1,076	3,263	1,201	615	433	2,249	1,259	614	447
Graduates:												
Second year.....				128	128							
Fourth year.....	177	66	56	9	308	139	63	72	274	160	76	66
												302

<sup>1</sup> Business high separated.

## ACADEMIC WHITE HIGH SCHOOLS.

TABLE V.—*Enrollment in all academic white high schools by classes, and the number of graduates, Central, to 1889-90, inclusive; all together thereafter.*<sup>1</sup>

Year.	Class.					Graduates.		College.
	First year.	Second year.	Third year.	Fourth year.	Total.	Third year.	Fourth year.	
1887-88.....	519	290	188	.....	997	207	.....	.....
1888-89.....	586	405	262	.....	1,253	222	.....	.....
1889-90.....	712	438	272	.....	1,422	289	.....	.....
1890-91.....	718	358	267	.....	1,343	205	.....	.....
1891-92.....	703	436	282	.....	1,421	206	.....	.....
1892-93.....	637	439	291	43	1,410	249	33	.....
1893-94.....	672	431	328	84	1,515	255	51	.....
1894-95.....	759	488	303	138	1,688	176	90	.....
1895-96.....	736	480	324	168	1,708	3	107	37
1896-97.....	682	465	324	215	1,686	.....	170	32
1897-98.....	807	431	324	228	1,790	.....	172	43
1898-99.....	913	538	282	257	1,990	.....	201	50
1899-1900.....	865	583	357	217	2,022	.....	.....	.....
1900-1901.....	700	511	338	261	1,810	.....	198	.....
1901-2.....	594	419	306	239	1,558	.....	199	.....
1902-3.....	512	377	293	230	1,412	.....	188	.....
1903-4.....	622	386	287	224	1,519	.....	187	.....
1904-5.....	715	426	301	227	1,669	.....	188	.....
1905-6.....	745	574	305	224	1,848	.....	211	.....
1906-7.....	803	470	337	231	1,941	.....	218	.....
1907-8.....	686	650	442	293	2,071	.....	281	.....
1908-9.....	752	604	508	323	2,187	.....	299	.....
1909-10.....	767	640	496	346	2,249	.....	274	.....
1910-11.....	761	668	497	394	2,320	.....	302	.....

<sup>1</sup> Branch schools established September, 1890.<sup>2</sup> Includes second-year graduates of business course.<sup>3</sup> First voluntary fourth-year class.<sup>4</sup> First compulsory fourth-year class.<sup>5</sup> Technical school separated.TABLE VI.—*Showing enrollment for all academic white high schools from first year to graduation, Central, to 1893, inclusive; all together thereafter.*<sup>1</sup>

Year.	Class enrollment.					College.
	First year.	Second year.	Third year.	Fourth year.	Graduates.	
1890.....	519	405	272	.....	289	.....
1891.....	586	438	267	.....	205	.....
1892.....	712	358	282	.....	206	.....
1893.....	718	436	291	43	249	33
1894.....	703	439	328	.....	255	51
1895.....	637	431	303	138	.....	90
1896.....	431	303	282	176	.....	.....
1897.....	672	488	324	168	217	107
1898.....	759	480	324	215	228	37
1899.....	736	465	324	228	230	32
1900.....	682	431	282	227	230	.....
1901-2.....	594	419	306	239	230	199
1902-3.....	512	377	293	230	230	188
1903-4.....	622	386	287	224	230	187
1904-5.....	715	426	301	227	227	188
1905-6.....	745	574	305	224	227	211
1906-7.....	803	470	337	231	231	218
1907-8.....	686	650	442	293	293	281
1908-9.....	752	604	508	323	323	299
1909-10.....	767	640	496	346	346	274
1910-11.....	761	668	497	394	394	302

<sup>1</sup> Branch schools established September, 1890.<sup>2</sup> Includes second-year graduates of business course.<sup>3</sup> First voluntary fourth-year class.<sup>4</sup> First compulsory fourth-year class.

## ACADEMIC WHITE HIGH SCHOOLS—Continued.

TABLE VII.—*Per cent of survival for all academic white high schools from first year to graduation, Central, to 1893, inclusive; all together thereafter.*<sup>1</sup>

Year.	Per cent of the immediate preceding class reaching class designated.					Per cent of original first-year class reaching class designated.									
	Second year.		Third year.		Fourth year.	Graduates.		College.	Second year.		Third year.	Fourth year.	Graduates.		College.
	Second year.	Third year.	Third year.	Fourth year.	College.	Third year.	Fourth year.	College.	Second year.	Third year.	Fourth year.	College.	Third year.	Fourth year.	College.
1890.....															
1891.....															
1892.....	50.28	78.77		15.25	73.03				50.28	39.61			28.93		
1893.....	60.72	66.74		85.57	76.74				60.72	40.53			34.68	4.63	
1894.....	62.44	74.71		28.87	60.71				62.44	46.66			11.70	7.10	
1895.....	67.66	70.30		42.07	65.21				67.66	47.57			19.63	12.80	
1896.....				55.44	63.69	34.58							27.63		
1897.....	72.62	66.40	66.36		79.07	18.82	72.62	48.21		26.37			16.80	5.81	
1898.....	63.24	67.50	70.37		75.44	24.88	63.24	42.69		32.00	25.30		25.30	4.76	
1899.....	63.18	69.68	79.32		78.21	24.88	63.18	44.02		30.04			22.66	5.66	
1900.....	63.20	65.43	76.95						63.20	41.35			31.82	27.31	6.80

<sup>1</sup> Branch schools established September, 1890.

## REPORT OF PRINCIPAL OF BUSINESS HIGH SCHOOL.

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SIR: I have the honor to submit the following report of the Business High School for the year ending June 30, 1911:

### BUILDING.

The money appropriated for site, building, and equipment has been economically and wisely expended. To-day the capacity of the building just meets the demand made by an enrollment of 1,100 pupils. The board of education is earnestly requested to include in its estimates for the coming year the sum of \$65,000 for the completion of the Business High School according to the plans of the architect who designed the original structure.

### FOUR-YEAR COURSE.

The wisdom of the establishment of the four-year course was demonstrated when in June 34 pupils graduated with excellent records. Most of these students will enter commercial life. However, the breadth of the course is such that four boys will enter college, two expect to enter law school, and five girls will take the course in the city normal school.

### ARITHMETIC.

*First and second semesters.*—As stated in the course of study, the purposes of the work are “to train the pupils in the use of arithmetic as an effective business instrument for purposes of commercial calculation; to develop accuracy and reasoning facility; to cultivate habits of accuracy and logical statement.” The plan as outlined in the course of study was closely followed. A thorough study was made of whole numbers, fractions, common and decimal, percentage, profit and loss, trade discount, commission, taxes and insurance, interest, bank discount, partial payments, simple ratio and proportion, partnership, stocks and bonds, and estimating. Emphasis was placed throughout on oral drill and a part of each recitation was given to this feature of the work. Birch’s Rapid Calculation, a series of carefully planned exercises, intended to develop speed and accuracy in mental calculations, was used in the first and second semester classes with satisfactory results. The cost of the book is such, however, that it will not be used by the incoming classes during the coming year.

*Third and fourth semesters.*—The arithmetic of these semesters is planned "to develop arithmetic as a language of business, as a means of interpretation of business, economic and industrial conditions; to study business papers through the arithmetic which finds practical application in them; to use arithmetic to illuminate records already written; to cultivate capacity to properly tabulate and represent numerical facts by written figures and by graphs; to cultivate clearness of thought and expression, and an appreciation of order and system in applied number work."

Attention was given through the year to oral work, which followed along the same general lines as that of the first and second semesters. The work of the year included a study of business addition, principles of tabulation, and the details of formal arrangement. The other subjects studied were billing, agency, interest, financial arithmetic, inland, foreign, and commercial exchange, corporations, taxation, industrial and economic arithmetic, bids and estimates, and aids in computation. On different occasions, related business papers were made a basis for calculation, and a special study was made of all business papers relating to those subjects. During the second half year Birch's Rapid Calculation was used by the third semester classes.

#### BOOKKEEPING.

*First and second semesters.*—The purpose was to give a knowledge of the fundamental principles of accounting, cultivate ability to do effective and practical work in elementary bookkeeping; to make clear the relation of parties in the simple business affairs of ordinary life; to cultivate habits of sound reasoning and clear expression; to encourage system, order, and an appreciation of effective form. The work included a detailed study of the journal, ledger, and cashbook. The different steps of development were accompanied by transactions involving the various principles, and departmental sets were given at frequent intervals. A study was made of trial balances, statements, and related business papers. Special sets were given involving notes and drafts, and training was given in business practice and banking.

*Third and fourth semesters.*—The purpose was to give a general working knowledge of bookkeeping and business practice; to give a knowledge of the customs and laws of business; and of the duties and responsibilities of business men; to cultivate ability to plan and organize work; to work effectively and easily; and through independent work to develop independence of thought and action.

The work included the following: Review of principles of first and second semesters; retail grocery set; retail shoe business set; corporation accounting set; banking set; general discussion of book-

keeping principles involving study of statements, inventories, trial balances, balance sheets, etc.

The new banking equipment made it possible to do the banking work under most satisfactory conditions, and a complete organization was effected for this purpose. The officers were elected from the pupils of the advanced classes, but every section having dealings with the bank had a representative on the board of directors. Meetings were held at the call of the president, and the work possessed a unity and thoroughness which would not have been possible with a less complete organization.

#### ACCOUNTING AND FINANCE.

The first semester was devoted to the subject of accounting. The work was based upon Hatfield's Modern Accounting, which was used as a textbook. Practical exercises were given throughout the semester to supplement the work of the text, and in addition material was selected from textbooks on accounting by Keister, Rayhill, Day, Dicksee, Cole, Rollins, and Grierson. A special study was made of balance sheets, income sheets, statements, partnership and corporate organization, bank accounting, trust accounting, and cost accounting.

The second semester was devoted to the study of finance. The work was based upon the material in Cleveland's Funds and Their Uses, which was used as a text. The work embraced a study of funds, instruments of transfer, sales of commercial paper and long-time paper, institutions and agents used in trading operations, including the United States Treasury, savings banks, commercial banks, building and loan associations, trust companies, and insurance companies.

#### BUSINESS ORGANIZATION.

As stated in the report of last year, the course has a fourfold object:

1. To acquaint the pupils with a knowledge of type business institutions, their organization and management.
2. To study questions of money and finance in their relation to business enterprise and organization.
3. To bring to the subject of organization the essential principles of accounting, and to make a study of departmental organization from the accounting standpoint.
4. To make a study of the principles of statistics in order (1) To give the pupil an understanding of how material should be collected, tabulated, and presented. (2) To bring out the importance of proper statistical information as a basis for the organization of a definite business enterprise.

A detailed study and discussion of the textbook (Sparling's Business Organization), and of accounting in its relation to business organization was made with emphasis upon the relation of the two subjects. A study of statistics was made as it relates to business organization. Money and banking was treated in detail.

Special reports in amplification and elaboration of each chapter were particularly emphasized and each pupil was held responsible for at least two reports on the organization of some typical business institution.

#### SHORTHAND.

*First and second semesters.*—The work of the first and second semesters was intended to cover a thorough study of the principles of the Pitmanic system as developed in Barnes's Manual. Each lesson began with an oral drill which involved a review of the principles of the preceding lesson. The home work consisted of transcription of the engraved pages of the manual together with repetition practice from these pages. Frequent tests were given throughout the year.

*Third and fourth semesters.*—The work included an application of the principles taught during the preceding semesters. The principles were applied to sentences, paragraphs, short stories, parliamentary proceedings, constitution of the Alumni Association of the Business High School, law forms, etc. The following were particularly emphasized: Phrases, contractions, dictation, and transcription; grammatical use of irregular verbs, articles, adjectives, adverbs, possessives, etc.; material from Congressional Records, dictation and reading of well-selected material; dictation and transcription of legal forms, such as declarations, affidavits, wills, building specifications, and patent specifications.

*Fifth and sixth semesters.*—This work was given for four periods a week. The purpose was to increase the speed in shorthand and typewriting; to obtain rapid and correct transcripts, to teach a variety of miscellaneous forms, to teach the use of the tabular attachments of the machine, and to teach the use of filing cabinets and other office appliances. The work included note taking, correct and rapid reading, prepared reading at the rate of 150 words per minute, new matter dictated at the rate of 100 to 125 words per minute, repetition and practice at the rate of 150 words per minute, transcription of business letters, legal forms, blank law forms, cards for card catalogues, sheets for the mimeograph and dictated matter. Up to the present time the classes taking this work have been small, and have had many program disadvantages. Conditions for the coming year are much improved, and the pupils completing this work should be capable stenographers and typewriters. Special emphasis will be placed upon the office training feature of the course.

## TYPEWRITING.

*First and second semesters.*—One period a week of 40 minutes was given to typewriting. The material was taken from Van Sant's System of Touch Typewriting. The purpose was to teach correct fingering, position at the machine, division of the keyboard for right and left hand, use of space bar, space gauge, release key, ribbon shift, and other parts of the machine. The material included word and sentence exercises and simple forms of business letters. At the beginning of the year all old machines were replaced by modern, up-to-date machines, and as a result the work shows a marked improvement over that of the preceding years. At the beginning of the second semester room 15 was equipped with 35 rented typewriters, and a like provision has been made for the coming year.

*Third and fourth semesters.*—Shorthand sections: Four periods a week for 40 minutes each were given. The work included fingering exercises, repetition practice, review of parts of the machine, transcription of grammatical exercises, exercises in parliamentary law, constitution of the Alumni Association of the Business High School, and copying from Van Sant's System of Touch Typewriting. In addition, work was given in transcription of legal forms, business letters, miscellaneous forms, addressing envelopes, postal cards, and tabulation. Bookkeeping sections: The work of the bookkeeping section differed from the others only in regard to a part of the material used. The material for practice was selected from the Manual of Composition and Rhetoric, and included also letter writing, tabular exercises, dictation, letterpress copying, and general matter from Altmaier's Model Typewriter Instructor.

## PENMANSHIP.

A strong effort was made to increase the effectiveness of the teaching of penmanship. To this end, each section was given 15 minutes practice twice a week under its section teacher, in addition to the one full period of instruction received from the special teacher of penmanship. The results show a considerable improvement in the writing of the school.

## DRAWING.

All first-year pupils pursued a prescribed course in drawing which was closely correlated with the general instruction of the school. In advanced years drawing was elective and was suited to the individual aptitude of the pupil. A gratifying increase occurred in the number of students electing drawing above the first year.

The course pursued was as follows:

*First semester.*—The study of man's effort to record events in ancient times; the study of the development of the alphabet from

its starting point with the Phœnicians down to the present time; the study of the invention of printing and its development.

Three problems in drawing are given: A round Gothic alphabet, small letter, is studied out in pencil. A round Gothic alphabet, large letter, is worked out in pencil. These two alphabets are inked with a brush, great care being exercised with the handling. A small piece of print involving all the principles learned in the alphabets is the third problem. This is a pen piece.

The second semester work consists of five problems: A Business High School title, given for the placing, spacing, and arrangement of a group of words. A two-word advertisement executed in one lesson, for rapid spacing and placing. A two-line advertisement. The placing of a stanza, adapting the same stanza to different spaces. A design problem consisting of a poster. This piece is an original drawing exercising all of the principles learned.

The second, third, and fourth year drawing included the study of landscape for decorative purposes, executed with charcoal and with pen and ink; the study of a few Greek classics in charcoal; a course in mechanical drawing.

#### DEPARTMENT OF COMMERCE.

The work of the department covering four years, or eight semesters, three periods weekly, is intended to follow an evolutionary process, being broken into four parts, or one to each year. Each subject is aimed to be complete in itself, but linked to what goes before and after it.

In several respects facilities have been much increased. More systematic use of lantern slides has been made, and with the fitting of the windows of the assembly hall with outside shutters there is prospect that regular supplementary, illustrative aid can be utilized.

Perhaps the most striking improvement is the large handsome display case now in place in the Ninth Street corridor on the third floor, a type of nearly a dozen more to be put in position during the coming year. These cases, nearly 12 feet high by 8 feet wide, will first give opportunity for proper exhibition of material, and will enable the creation of a miniature of the commerce and industry of the world, as they are to be filled with objects of trade and manufacture. In the Capital of the country, it would be very fitting to have a similar exhibit of the leading products of each State, if appropriations can be secured for purchasing the necessary cases.

A brief reference to the more important of the new developments in each of the four fields will be sufficient for showing what advances have been made.

## PHYSICAL GEOGRAPHY.

1. A box for specimens has been devised, enabling a teacher to take to the classroom, without loss of time, enough for each pupil to have one on his desk.

2. A full collection of such specimens is now available for each of the four chief building stones, and for glacial and water worn pebbles, samples being included from this locality, from Maine, New York, and Wisconsin.

## COMMERCIAL GEOGRAPHY.

Several product series for use in the above-described boxes have been fully or partly obtained, as wheat, oats, rye, sugar. For the last the school is indebted to the generosity of two firms: Continental Sugar Co., Cleveland, Ohio; Sugar Trade Laboratory, New York City. The former presented American beet sugar, refined; the latter gave raw cane sugar from the United States, West Indies, Central and South America.

## COMMERCIAL HISTORY.

With three teachers of this branch, the benefit of varying views has been obtained through consultation. For the past year the work has been guided by an outline which is based on the idea of the influence of natural environment on the main lines of social growth—an application to the study of the past of the geographical conceptions which have been taught as affecting the present. In the brief view of political history which was given, this notion has been emphasized as much as possible. With the coming year, it is hoped the skill acquired will take the class over the material side more quickly and thus leave more time for the general history to be considered in its fundamental aspects as the effect of natural conditions.

## GOVERNMENTAL AND INDUSTRIAL PROBLEMS.

Although embarrassed, because of the large size of the class, by the lack of a textbook, the work has been the most satisfactory thus far since the subject has been taught. After a brief study of the principles of economics, there was a general report on the form of government of some country by each pupil in the class. This series was succeeded by study of some questions of great public interest, such as a central bank, the Mexican trouble, Canadian reciprocity. A textbook for the next year, recommended during the winter, will serve as a nucleus for the work, at the same time binding the special reports into a unified whole.

## COMMERCIAL LAW.

Commercial law was taught for three periods a week in the second year of the two-year course and in the fourth year of the four-year course. Huffcut's Elements of Business Law was the textbook used in both courses, and the work in this was supplemented by the consultation and study of a pamphlet prepared and published for the pupils of the Business High School, containing the Statutes of the District of Columbia that most affect the ordinary business transactions. The same general plan was followed in both courses, but the fourth-year pupils, in addition to getting a broader view of the work, were assigned subjects for individual study and report, and were given test cases for analysis too difficult for second-year pupils.

The work of the first semester began with a study of contracts, including the essentials of a valid contract, and the methods of assignment and discharge of the same. After a knowledge of contracts in general was acquired, the special classes of sales and bailments were studied for their distinctive characteristics. The Statute of Frauds, the Statute of Limitations, and the Statute of Exemptions in force in the District of Columbia were given particular attention in reference to their effect on contract rights.

The work of the second semester comprised a study of insurance, guaranty, negotiable instruments, agency, business organizations, and real property. Much practical work was done in negotiable instruments. The pupils prepared notes, checks, and drafts in completion of business transactions, indorsed them under different conditions, and took the proper steps to secure payment of dishonored paper.

Throughout the year much written work was required. The classes prepared outlines and made summaries of the subjects studied, wrote original contracts, and drew up legal forms used in actual business. In connection with the study of real property, the papers necessary for transferring title, mortgaging, and leasing were prepared. Some of this work was required to be typewritten, and all was criticized for manner of expression and business form, as well as for legal principles involved. Written tests were given on the completion of each unit in the textbook, and many test cases were assigned for consideration and decision, the pupils at all times being required to give arguments in support of their opinions.

## ENGLISH.

The aim of English teaching in the Business High School is a practical one—to give the pupil a command of the language sufficient to meet the demands of business as well as social life, and such knowledge of the masterpieces of English literature as to create a desire for wider reading.

During the past year several changes have been made in the English course. Under the new plan, in the first and second semesters of the first year, the literature teaching has been subordinated to the necessity of developing correct reading, writing, and speaking. The books read are regarded as the basis for oral reading and constant writing. The English period is divided into two parts, the first of which is devoted on alternate days to the writing and class correction of themes, usually a single paragraph, and the second part to a reading lesson, which combines correct enunciation, phrasing, and word study.

This new plan has not changed the emphasis laid on the business letter work at the beginning of the first semester and at the end of the second, fourth, sixth, and eighth semesters. A pupil who has done this work carefully should be an efficient office assistant, for accuracy is required, and the course includes practice in all the important transactions encountered in office work. A special effort is made to teach the pupil to write a well-worded and convincing letter of application for a position.

In the second year the forms of discourse are taught. The work on organization is particularly helpful, for it gives an opportunity for practice in debate. In the fourth year, Wooley's Handbook of Composition is used as a basis for a final review of the principles of grammar and rhetoric.

In the upper classes especially, and as far as time allows, in the first year also, the literature work is designed to give appreciation as well as understanding of the masterpieces studied. Halleck's History of English Literature is used for the study of periods and authors. Special topic work is emphasized, the topics being such as cover the history and customs of each period studied.

The following classics are included in the course of study:

First semester:

- Lyell.....Travels in North America.
- Stevenson.....Treasure Island, or Kidnapped.
- Coleridge.....Rime of the Ancient Mariner.

Second semester:

- Palmer.....Translation of the Odyssey.
- Arnold.....Sohrab and Rustum.
- Shakespeare.....Midsummer Night's Dream.

Third semester:

- .....Selected short stories.
- Tennyson.....Idylls of the King.
- Scott.....Ivanhoe, or Quentin Durward.

Fourth semester:

- Webster.....First Bunker Hill Oration.
- Dickens.....Tale of Two Cities, or
- Eliot.....Silas Marner.
- Shakespeare.....Julius Cæsar or Merchant of Venice.

## Fifth semester:

Huxley.....Essay on a Piece of Chalk.  
 Chaucer.....Prologue and Nonne Priores Tale.

## Sixth semester:

Macaulay.....England in 1585.  
 Addison and Steele.....Sir Roger de Coverley.  
 Goldsmith.....Vicar of Wakefield.  
 Desereted Village.  
 Shakespeare.....As You Like It, or Twelfth Night.

## Seventh semester:

Burke.....On Conciliation with America.  
 Milton.....L'Allegro, Il Penseroso, Comus, Lycidas.

## Eighth semester:

Carlyle.....Essay on Burns.  
 Shakespeare.....Macbeth or Hamlet.  
 Lamb.....Essays of Elia.  
 Thackeray.....Henry Esmond.

## PUBLIC SPEAKING.

A one-hour course in public speaking is offered, as an alternative to music, to pupils above the first semester. In the first semester of the year 1910-11 over 100 pupils took the course; in the second semester 140 pupils were enrolled. These pupils are of every semester, second to eighth inclusive, the boys outnumbering the girls.

The purpose of the work in public speaking is to train the pupil to speak easily and clearly in any situation in which he may find himself. Very little work in elocution is done; attention is given to developing the voice for clearness rather than dramatic power, and preparing the pupil to speak his own thought clearly rather than to declaim the thoughts of others.

To develop the quality and strength of the voice, breathing and vocal exercises are given. Work is done with enunciation and pronunciation. Pupils who do not know how to memorize are taught to do so. These exercises prepare the pupil for speaking.

The range of subjects and selections used in the work is infinite. Passages to be memorized are chosen, by the pupil or by the teacher, from orations, poems, stories, essays, the drama—in fact, from any accepted author or speaker. Subjects for the pupil to develop are assigned, sometimes for home work, often for impromptu work. Debates are held, scenes from plays enacted, trials of criminal or civil cases conducted, brief lectures delivered. In two of the classes in which the pupils had had one or two semesters of the work, the experiment was tried of resolving the class into a legislative assembly, with a view to the study of parliamentary proceedings. This plan was very successful with the boys, but lacked interest for the girls.

In May, a play, "The Return of Ulysses," was presented by the school, the cast largely chosen from the public speaking classes.

The play proved the value of the course in developing real voice power and complete ease of manner in the pupil. There is certainly a definite standard established in the school by the work in public speaking.

#### GERMAN.

The department of German of the Business High School at the opening of the session embraced a total of 215 pupils, which increased at the beginning of the second semester to 225.

In the first year the subject was introduced through reading lessons whose words were most similar in orthography, pronunciation, and meaning to English words. When the necessity arose, the principles of phonetics, especially in the case of the modified vowels, were made clear. Each successive reading lesson involved a new grammatical principle, which the teacher endeavored to fix firmly in the mind of the pupil by numerous oral and written examples, original and from the textbook. Vocabulary exercises were frequently held in the form of written spelling lessons, spelling matches, word tests, and conversations wherein the words to be learned were used. Besides the reading exercise introductory to each lesson, each lesson contained a proverb, an anecdote, a fable, or a short story. These were read, discussed, reproduced, and made the material of conversation. The recitation of poems and the singing of well-known German songs proved to be both a valuable and interesting feature of the work. Home work was judiciously assigned. It consisted generally of written exercises in composition, and mental and oral study of the principles being taught. Periodic reviews and tests were held with highly satisfactory results.

The work of the second year was a continuation of that of the first, with the result that the pupil attained a fairly good working vocabulary and sufficient mastery of the grammar to enable him to enter upon the study of the commercial German which was pursued during the following years.

In the third year the aim was to acquire an essentially commercial vocabulary through a review of the grammar in commercial terms, the translation of a narration in German of the experiences of the proprietor of a wholesale and retail mercantile house, his relations with his employees, and his transactions and correspondence with his customers and other firms. Business letters relating to various subjects, specimens of German promissory notes, drafts, checks, deposit slips, advertisements, and announcements were exhibited and studied. As a diversion, Baumbach's "Der Schwiegersohn" was read during this year. Tests and reviews given at intervals showed good results.

In the fourth year the commercial work was continued, especial stress being laid on composition. Besides the regular text, copies

of English business letters were translated into German, and subjects were assigned on which original business letters were to be composed. The pupils have applied themselves to the work with interest and enthusiasm, and have appeared, in general, to grasp and retain the subject in a highly satisfactory manner.

The textbooks used were Spanhoofd's "Lehrbuch der deutschen Sprache" in the first and second years, and Kutner's "Commercial German" and Wesselhoeft's "German Composition" in the third and fourth years. The need of a text on composition wherein the vocabulary used is purely commercial is manifest, and it is the intention of the teachers of the department to satisfy this need before the opening of the next school session.

The following is given as an illustration of a concise plan of recitation for the third-year class:

Lesson VII—Kutner:

- I. Vocabulary practice, 5 minutes.
- II. Reading of the lesson, with questions in grammar, 15 minutes.
- III. Questions in German based on the lesson, 10 minutes.
- IV. Conversation about the lesson, 10 minutes.

The ground covered, as shown by the foregoing report, demonstrates that the department is working correlative with several other departments of the school.

BIOLOGY.

In biology, owing to the disorganized condition of the laboratory during a large part of the first semester, the laboratory work, which heretofore has been carried on by the pupils, had to be shifted to the latter part of the first and the whole of the second semester. The early months of the school year were not wasted, however. A brief discussion of elementary chemistry with demonstrations by the instructor proved to be extremely profitable and paved the way for a course in human physiology and hygiene which was probably of greater interest and value to the majority of the students than a detailed survey of the animal kingdom would have been. The study of animal types was necessarily considerably curtailed and only enough was done to show that the physiological facts already demonstrated for the human being probably obtain in the lower animals as well. The essential facts of reproduction were as thoroughly discussed as was possible in mixed classes.

The study of plants, with special reference to their growth, reproduction, and economic importance occupied the major portion of the second semester. Toward the end of the school year about two weeks were devoted to the discussion of the relation of plants and animals to disease and the various methods of combating the con-

tagious and infectious diseases to which man and other organisms are subject.

The biological laboratory is now pretty fully equipped for the work expected of it. There are substantial tables with lockers for 96 pupils, a sufficient number of simple and compound microscopes to supply the average class, and a full outfit of dissecting instruments, jars, etc., for the individual use of the pupils. The struggle to obtain all these things has been an arduous one, but the laboratory is now ready to receive incoming pupils and supply them with all that is needed for a good course in biology.

#### PHYSICS.

The year just ended was an eventful one in the history of the physics department. In February, 1911, our own laboratory, equipped with electricity, gas, and water, was finally completed, and since then we have been enabled to conduct work with facilities under our own roof, and with our own and not with borrowed apparatus. The permanent equipment which we possess has given very satisfactory results, and by the next school term we shall be sufficiently well equipped with students' apparatus to insure good work in all the subjects which we consider in the course.

The subjects covered during the year were as follows: (1) Gravity; (2) work and machines; (3) parallelogram of motions and of forces; (4) pressure in fluids, with emphasis upon the operations of pumps and hydraulic presses, the principles of the barometer, and tests for specific density; (5) heat, emphasizing ventilation, systems of heating, changes of state of matter, construction of thermometers, and the operation of steam engines; (6) sound; (7) electricity, embracing in addition to the fundamental principles governing magnetism and electric currents, a study of the construction and operation of an electric bell, a telegraph system, a simple motor, a simple dynamo, rheostats, voltmeters, ammeters, induction coils, and telephones; (8) light.

#### ALGEBRA.

The work in algebra was based upon Wentworth's New School Algebra, and embraced the following subjects: Fundamental processes, factoring, fractions, simple equations, both integral and fractional, simultaneous equations, involution and evolution, theory of exponents, and simultaneous quadratics not of a complex nature.

In presenting the work in algebra constant effort was made to develop general processes from arithmetic processes known to the pupil, and then, finally, to show arithmetic processes as the special applications of the general processes of algebra.

In the selection of problems care was taken to eliminate all that was not practical in character, and to introduce those problems which were of a businesslike and commercial nature and which might be presented to the pupils for solution in actual life. For this purpose selections were made from numerous textbooks, and many problems were originated by the teacher in charge.

The work inventional geometry, which is designed to replace the work in algebra during the latter quarter of the year, was omitted this term because of the fact that over two-thirds of the class had taken plane geometry the year previous, and therefore had had much of the work that would have been presented in the inventedional geometry.

#### PHYSICAL TRAINING.

##### GIRLS.

In a school of 1,000 pupils, where the gymnasium has to be used by both boys and girls, the physical training has, necessarily, to be more or less suggestive. The necessity of this is due to the following conditions: First, each pupil receives only one hour's instruction a week under the supervision of the physical training teacher, further physical development having to be carried on in the class room for 10 minutes each day under the direction of a pupil teacher selected from the third and fourth year classes; second, the shortness of the period makes it impossible for the pupil to change from her street clothing to a proper gymnasium suit.

The one hour's instruction a week, which each class received in the gymnasium during the past year, was spent upon corrective and recreative work. The corrective work comprised simple exercises which tend to counteract bad posture and its injurious effects. These exercises were used by the pupil teachers in their class-room work the following week. The recreative work consisted of games and dancing, the latter including both social and folk dancing. Owing to the fact that so few of the pupils had a knowledge of elementary social dancing, the greater part of the time was devoted to this, little attention being given to folk dancing.

Two afternoons a week the girls were given the use of the gymnasium for athletic work. This work was carried on under the supervision of the physical training teacher. All girls taking part in athletics were required to wear gymnasium suits and shoes.

During the year a physical examination of the pupils was made. This included an examination of the sight, hearing, nose, feet, lungs, and carriage of the pupil. In case of any defect, the pupil was advised to consult a specialist in regard to such defect, and to report the result of such consultation to the physical training teacher.

One appalling fact which was brought out by the examinations the past year was the lack of proper care of the teeth by many of the girls in the school.

BOYS.

As in the case of the girls, the work in physical training is in charge of a special teacher, who is assigned to the Business High School three days a week. The organization of the work is similar to that of the girls with respect to time allotted, personal examination, and free work.

The most important advance in the work during the year has been the organization of section teams competing within the school. The facilities of an excellent gymnasium have made this possible and the good results attained warrant its continuance and extension next year.

LIBRARY.

The work of the library is increasing in value to the school. In addition to the new books that were supplied at the opening of school, the public library books have been a source of helpfulness.

The plan adopted by the public library this year has been to send every Tuesday by a messenger the books asked for the day before. Much was gained by having a more systematic method of delivery. Since the books were allowed to remain four weeks, they could be loaned to pupils under the rules governing the withdrawal of school library books.

A more extensive plan than that of last year has been used for the instruction of all first-semester classes. Each class spent one period in the library receiving instructions on the use of the library, the table of contents of a book and how to use it, general reference books, atlases, etc.

Each month a list was made of all articles in the library magazines, along the line of school work. In this way a temporary card index was prepared which was the best available substitute for Poole's Index to Magazines and the Reader's Guide to Periodical Literature, which are not supplied to our library.

The number of circulations, 5,567, shows a decided increase over past years, being 2,028 more than last year. The same marked increase is shown in the number of pupil visits to the library, 14,812, making an increase over last year of 1,893.

In conclusion, I desire to express my appreciation of the advice and assistance received from the superintendent and the assistant superintendent, without which the marked progress of the Business High School would have been impossible.

Very respectfully,

ALLAN DAVIS, *Principal.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## BUSINESS HIGH SCHOOL.

TABLE I.—*Total enrollment by years and sex, semester ending June 30, 1911.*

Year.	Boys.	Girls.	Total.
First.....	246	440	686
Second.....	113	170	283
Third.....	29	49	78
Fourth.....	26	27	53
Total.....	414	686	1,100
Withdrawals.....			217
Total at close of year.....			883

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance, year ending June 30, 1911.*

Month.	Average enrollment.	Average attendance.	Per cent.
September.....	991	972	98.1
October.....	991	963	96.1
November.....	975	929	95.3
December.....	933	877	94.0
January.....	900	850	94.4
February.....	1,055	996	94.4
March.....	1,028	972	94.5
April.....	994	927	93.3
May.....	939	881	93.8
June.....	895	851	95.0
Total.....	971	919	94.8

TABLE III.—*Showing number of teachers, average enrollment, whole enrollment, and number of graduates.*

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.			Average entrance age of first year.
				Boys.	Girls.	Total.	
1890-91.....	8	274	314				
1891-92.....	9	329	368	17	18	35	16.4
1892-93.....	11	359	389	25	25	50	16.3
1893-94.....	12	410	493	32	23	60	16.1
1894-95.....	13	394	497	21	19	40	16.3
1895-96.....	17	421	532	35	36	71	16.5
1896-97.....	19	435	526	34	40	74	16.4
1897-98.....	20	453	601	41	48	89	16.7
1898-99.....	21	491	594	37	64	101	16.6
1899-1900.....	21	527	664	39	58	97	16.5
1900-1901.....	23	598	745	35	73	108	16.2
1901-2.....	25	603	703	62	94	156	16.2
1902-3.....	25	571	690	59	80	139	16.3
1903-4.....	26	607	713	62	86	148	16.2
1904-5.....	27	583	683	52	113	165	16.7
1905-6.....	31	621	705	51	106	157	16.0
1906-7.....	33	680	823	53	89	142	15.6
1907-8.....	37	734	891	42	87	129	15.7
1908-9.....	41	866	1,076	50	87	137	15.6
1909-10.....	44	894	1,145	48	86	134	15.5
1910-11.....	46	971	1,235	58	77	135	15.5

TABLE IV.—*Showing enrollment and per cent of survival for the Business High School from first year to graduation—Two-year course.*

[Semester promotion plan in effect February, 1907. Four-year course in effect September, 1907.]

Year ending June—	Class enrollment.			Per cent of the immediately preceding class reaching class designated.		Per cent of original first-year class reaching class designated.	
	First year.	Second year.	Graduates.	Second year.	Graduates.	Second year.	Graduates.
1892.....	308	84	35	27	42	27	11
1893.....	281	85	50	30	59	30	18
1894.....	303	132	60	44	45	44	20
1895.....	344	155	40	45	26	45	12
1896.....	324	145	71	45	49	45	22
1897.....	372	140	74	38	53	38	20
1898.....	376	169	89	45	53	45	24
1899.....	390	171	101	44	59	44	26
1900.....	416	226	97	54	43	54	23
1901.....	464	181	108	32	60	32	19
1902.....	469	234	156	50	67	50	33
1903.....	483	207	139	44	67	44	30
1904.....	508	205	148	42	72	42	31
1905.....	441	242	165	48	68	48	32
1906.....	479	226	157	51	70	51	36
1907.....	594	229	142	48	62	48	30

TABLE V.—*Enrollment and survival from first semester to graduation—Two-year course.*

Entrance date—	Enrollment (Oct. and Feb.).					Graduates.	Per cent of immediately preceding class reaching semester designated.	Enrollment, first semester.	Survival to graduation.	Per cent of survival.					
	Total.	By semesters.													
		First.	Second.	Third.	Fourth.										
Sept., 1907.....	691	318	123	233	17	14	Feb., 1908.....	65	80	25					
Feb., 1908.....	717	249	208	101	159	115	Feb., 1908.....	58	94	18					
Sept., 1908.....	740	363	145	166	66	47	June, 1908.....	65	59	21					
Feb., 1909.....	758	246	236	137	139	81	Feb., 1909.....	53	72	21					
Sept., 1909.....	664	340	131	139	54	44	June, 1909.....	65	77	—					
Feb., 1910.....	706	287	222	97	100	77	Feb., 1910.....	—	—	—					
							June, 1910.....	—	—	—					

TABLE VI.—*Enrollment and survival from first semester to graduation—Four-year course.*

Entrance date—	Enrollment (Oct. and Feb.).								Graduates.	Per cent of immediately preceding class reaching semester designated.	Enrollment, first semester.			
	Total.	By semesters.												
		First.	Second.	Third.	Fourth.	Fifth.	Sixth.	Seventh.						
Sept., 1907....	107	93	14	124	12	—	—	—	68	73	91	93		
Feb., 1908....	124	49	63	—	12	—	—	—	65	97	74	—		
Sept., 1908....	156	67	32	46	11	—	—	—	94	79	94	—		
Feb., 1909....	185	38	63	31	42	11	—	—	82	93	—	—		
Sept., 1909....	260	107	31	50	23	38	11	11	66	—	—	—		
Feb., 1910....	296	79	71	28	47	22	38	10	June, 1910					

TABLE VII.—*Pupils entering four-year course after completing two-year course.*

Date of entrance to four-year course.	Enrollment (Oct. and Feb.).					Graduates.		Per cent of immediately preceding class reaching semester designated.			Enrollment, fifth semester.	Survival to graduation.	Per cent of survival.		
	By semesters.														
	Total.	Fifth.	Sixth.	Seventh.	Eighth.	Number.	Date.	Sixth.	Seventh.	Eighth.	Graduation.				
Sept., 1907.....	13	13						85	82	100	100	13	9	69	
Feb., 1908.....	11		11												
Sept., 1908.....	16	7	4	9				57	75	100	100	7	3	42	
Feb., 1909.....	13														
Sept., 1909.....	8	5	3	9		9	June, 1909	100							
Feb., 1910.....	8		5	3	3	3	June, 1910								

## REPORT OF PRINCIPAL OF M'KINLEY MANUAL TRAINING SCHOOL.

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SIR: It is with very great pleasure that I am able to chronicle in this year's report that the school, for the first time in the 10 years of its history, can now discontinue using rented buildings for class work. The third extension of our building, which will be ready for occupancy when the next school year opens, will make this possible. However, the school is very unfortunate in not obtaining a gymnasium in this extension. A well-arranged gymnasium, with swimming pool, was included in our plans, but was cut out on account of the amount of money available being too small to cover its cost, with that of the other portions of the extension which were absolutely necessary. I am asking that the board of education include the cost of the gymnasium as planned by the architects in the estimates for next year, and earnestly hope that the appropriation can be obtained. In remodeling our heating plant provision was made to extend it at small cost to the gymnasium when built. A new high-school building costing, with grounds and equipment, more than three-fourths of a million dollars, and accommodating 1,200 pupils, without a gymnasium is an anomaly for which the school authorities of Washington can not afford to stand. For next year I am asking that one of the rented buildings which we have occupied for class rooms be retained for use as a gymnasium for the girls. The building is ill adapted to this use, but it is the best we can find near the school.

There was considerable interference with school work incident to the construction of the extension, especially during the last six weeks of the school year. Bricking up windows in the north end of the main building, removing walls in order to open corridors into the new part, almost constant hammering by the carpenters, and the noisy whirring of electric motors used in turning the still more noisy machines used for grinding down the surface of terrazzo floors in the corridors, all added to the nervous strain of the closing weeks. Our teachers bore this extra strain uncomplainingly and with splendid patience, but many of them were quite worn out at the end of the year as a result of it, and the work of many classes suffered from interruptions.

I should be most ungrateful were I not to acknowledge my indebtedness and that of the school to Mr. J. A. Chamberlain, director of manual training, for the splendid service he has rendered in giving

attention to the various matters that have come up in connection with building the extension and in looking after the purchase of necessary equipment of a technical character. It would have been entirely impossible for the principal to have attended to all of these matters in addition to administering the affairs of the school. It is a pleasure to me to acknowledge in this report our great indebtedness to Mr. Chamberlain.

During the past four years the number of rooms of all kinds in this building has increased from 31 to 103, including the third extension. In the same time the boiler capacity of our heating and power plant has increased from 150 horsepower to 600 horsepower, and the plant has been enlarged in other respects in the same proportion. The number of electric motors has increased from 10 to more than a hundred. The responsibility for the care of this large power and heating plant, and for the repair of all electric motors in the building, including those in the various shops, rests upon our very efficient engineer, Mr. Thompson. Moreover, Mr. Thompson has done more than the heating experts themselves in planning the various extensions of the heating plant to meet the needs of the different additions to our building. And yet Mr. Thompson's salary remains the same to-day that it was four years ago, and he is provided with the same help—one assistant engineer, or, rather, fireman. I earnestly hope that Mr. Thompson's salary will be materially increased by the next appropriation bill, and that he will be given another assistant.

In my report of two years ago I pointed out at some length the desirability of having heads of the various departments in each of the high schools instead of the present arrangement. My views on this subject have not changed. The efficiency of this school would be increased enormously if each department were given a strong head whose whole time could be given to teaching and supervision in this school. This view, however, does not prevent me from acknowledging with pleasure that much good work has been done in this school, especially during the past year, by two heads of departments whose teaching duties are in the Central High School. I refer to Miss Simons, head of the English department, and Mr. Maurer, head of the history department. Both have given a great deal of time to this school, and have rendered our teachers important assistance.

Nothing hampers the work of this school more than the unfortunate discrimination in the present salary schedule against the teachers of drawing, shopwork, domestic art, and domestic science—the subjects for which the school stands. If it were only the difficulty of obtaining efficient teachers of these subjects at \$800 per year with an annual increase of \$30 it would be bad enough. There is, however, the added difficulty of keeping the best. Nor is this all. The worst feature of the situation is that the teachers of these subjects,

especially the best teachers, are disheartened by the discrimination and by repeated failure of very earnest efforts to have it remedied. The discrimination did not exist until the present school law was enacted in 1906. In the past five years excellent teachers of the so-called special subjects have seen fair teachers of English or mathematics or typewriting advanced from smaller salaries to salaries 50 per cent greater than they themselves receive. They have seen all academic teachers and teachers of typewriting and bookkeeping placed in the salary schedule according to their years of experience, some of them receiving increases at one time of \$300, \$400, \$600, or even \$800, while the same law that made thus possible stated specifically that teachers of so-called special subjects should not be permitted to receive more than \$40 increase in one year. When one realizes that this school has 24 teachers of special subjects—nearly half of the faculty—each of whom suffers from this discrimination to the extent of several hundred dollars per year, he can begin to appreciate the effect on the spirit of our teaching force. Any efforts which the board of education may make to remedy this condition will be deeply appreciated by the teachers concerned and will, if successful, improve greatly the work of this school.

During the year the school lost by resignation the services of Mr. H. S. Whitbeck, teacher of art metal work. Mr. Whitbeck had been with the school nearly six years, and had built up his department till it occupied an important place in our work. This is another case of losing an excellent teacher because of the low-salary schedule of the group of teachers mentioned above. Mr. Whitbeck's successor, Mr. Olaf Saugstad, has taken up the work in a very satisfactory manner, but he was employed, as you remember, with the understanding that he would be allowed to carry on outside work out of school hours.

The high-school principals have brought to your attention the salary schedule of the librarians with recommendations of changes. The experience of this school leads me to urge that clerks, or at least the clerk of this high school, be given the same increase as is proposed for librarians. The clerk in this school should be a man. At present we have a very capable man, but with the present salary schedule we can not hope to keep him long. There is far more clerical work in this school than in any other, and such frequent changes in the clerk as we have had in the past increases greatly the amount of time which the principal must give to purely clerical work.

The general school activities have been very successful in the year just closed. Our football team, composed almost wholly of new players, came out second in the high-school league. Our debating team lost to Central and won from Western. Our annual school play was more successful this year than ever before. Our baseball team won the interhigh school championship, thereby gaining per-

manent possession of the trophy offered by the Princeton Alumni Association. And finally our Company D won the high-school competitive drill, thus bringing the much-coveted flag to this school for the third time in five years.

The High School Teachers' Association has presented to you and to the board of education a recommendation that high-school secret societies be abolished. Accompanying this recommendation is a report of an investigation made by a committee of the association, which shows that the secret societies are evading if not violating the rules adopted about three years ago by the board of education, that they are expensive and undemocratic and that they are interfering more or less seriously with other school activities, and with school work. The report also shows that a large number of cities and some States have found it necessary to abolish high-school fraternities. In view of the facts stated in the above report, and supported in the main by my own observation and experience as principal of this school, I wish to express my approval of the recommendation.

With deep appreciation of the many courtesies you have shown me during your superintendency, I am,

Very respectfully,

GEO. E. MYERS, *Principal.*

Mr. A. T. STUART,

*Superintendent of Schools.*

## REPORT OF THE ASSISTANT SUPERINTENDENT IN CHARGE OF COLORED SCHOOLS.

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SIR: I have the honor to hand you herewith the annual reports submitted by the various officials in the colored schools for 1910-11.

I shall not ask you to publish a report from me. In three previous reports I have already set forth at sufficient length my ideas upon most of the important topics which the work of the past year and the outlook for the next make current. But I am anxious that the reports of my colleagues be entered without abridgment in the public record of the board of education.

Very respectfully,

ROSCOE C. BRUCE,  
*Assistant Superintendent of Schools.*

Mr. A. T. STUART,  
*Superintendent of Schools.*

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### REPORT OF ATTENDANCE OFFICER.

SIR: I have the honor to submit herewith a report of work in this department during the school year ending June, 1911:

	Male.	Female.	Total.
Cases of truancy reported.....	175	11	186
Cases of absentees reported.....	582	312	894
Cases of nonattendance reported.....	70	42	112
Cases found by attendance officer.....	50	15	65
<b>Total.....</b>	<b>877</b>	<b>380</b>	<b>1,257</b>
Truants returned to school.....	153	10	163
Absentees returned to school.....	442	270	712
Nonattendants entered.....	68	44	112
Found by attendance officer entered.....	50	15	65
<b>Total.....</b>	<b>713</b>	<b>339</b>	<b>1,052</b>
Visits to school.....			330
Visits to parents.....			850
Visits in interest of work.....			33
<b>Total.....</b>			<b>1,213</b>
Notices served.....			81
Cases in court.....			18

A most urgent need applicable to the compulsory education law is for the correction of one of its most radical defects. I refer to section 2, which provides for the mode of procedure and punishment in cases where a person having control of a child of school age neglects, for three day sessions or six half-day sessions within any period of five

months, to cause such child to attend school. Many cases have occurred where a parent or guardian, familiar with the letter of the law, has deliberately and with impunity violated its spirit and intent by permitting a child to remain from school 10 or even 15 days during a single month, to the great prejudice of the educational welfare of the child and detriment to school discipline.

In the light of the first section of this law, the real offense consists in neglecting for a certain time, or number of times, to send the child to school (or the equivalent of six day sessions within five months), and not in a failure to comply with the three days' notice of the attendance officer. If the law were so changed as to inflict the penalty, not only in cases where the three days' notice is ignored but also where the service of the three days' notice has been rendered necessary a second or a third time, a much more effective means of maintaining regular attendance will have been found than that now in operation.

Among the many disadvantages under which the attendance officer now labors is that occasioned by the inadequate means of determining the actual home address of pupils. When the pupils are first enrolled their home addresses are duly recorded in the teacher's register, and were changes in residence infrequent there would be but little difficulty in finding truants or irregular attendants. But the fact is that very many pupils change their residence many times during the school year, and when for any reason the attendance officer is called upon to trace them, the recorded address is of no appreciable value. Failure to keep a correct record of addresses has frequently resulted in many truants and absentees. If teachers were requested to see that all changes of residence are promptly reported and recorded, much trouble would be obviated and the normal enrollment more fully sustained.

I beg permission to reiterate a portion of my report of last year, as follows:

"Attention is called to children whose names appeared in the school register on the last day of the school year and who, but for the assistance of the police, agents of the Associated Charities, and the officers of the juvenile court, would doubtless have remained out of school during the entire succeeding year. Of those reported, many had been out of school from two to six months, and it is probable that hundreds have succeeded in evading the law altogether. If about the middle of October each teacher were permitted to examine the register of the preceding year and carefully check off the names appearing thereon against those found in the current register and report to the supervising principal the names of those of school age unchecked, it is certain that the enrollment would be greatly increased."

The interest manifested by the superintendent and the activity of the assistant superintendent for colored schools toward promulgating the provisions of the compulsory education law and stimulating increased desire among colored patrons to conform to them have been productive of splendid results. The voluntary enthusiastic and effective work of the normal graduates and others last summer has resulted in a more extensive advertisement of the law, a higher appreciation of the value of education, and rendered the work of the attendance officer much less difficult.

Experience of five years has convinced me that, considering the importance, scope, and purpose of the compulsory education law, it is practically impossible for one attendance officer to accomplish the work necessary to be performed in four divisions. These divisions comprise the entire area of the District and comprehend schools in many cases widely separated and often not easily accessible, especially in bad weather. Notwithstanding every reasonable facility has been afforded by the administration to facilitate and expedite the work, the fact remains that the force is far from adequate. To perform the clerical work and general supervision alone would keep one person reasonably busy. I think that it is generally conceded by those familiar with the work that provision for at least one attendance officer for each school division would insure a more thorough and satisfactory administration of the law.

I desire herewith to renew my grateful acknowledgment of the very great kindness, wise counsel, and sympathetic cooperation manifested by the superintendent in the work assigned me, without which my duties must have been far less pleasant or successful.

Very respectfully,

IDA G. RICHARDSON,  
Attendance Officer.

#### REPORT OF SUPERVISING PRINCIPAL, TENTH DIVISION.

DEAR SIR: In submitting my report of the work in the tenth division for the year 1910-11, I wish to call your attention specifically to the spelling and the arithmetic. The demand of the public that the schools should send out in the world pupils accurate in spelling as well as in the fundamental operations of arithmetic in addition to the other training prescribed by the course of study, is to say the least a very reasonable one. Nevertheless it is a fact that pupils from our public schools do not spell correctly many of the words commonly used in the expression of their thoughts. This condition, however, is not local by any means. Wherever there is a public-school system the same complaint is made.

"The real test of good spelling is one's ability to write freely on topics of interest and not misspell the words used. It is repeatedly noticed that this is not done always by pupils who make perfect records in the usual spelling-book tests. This suggests that it is necessary to associate the correct spelling of a word with its use and that much effort spent on the spelling lesson is futile unless the words are used soon and, perhaps, repeatedly for the expression of thought."

Many words frequently misspelled by beginners in composition are found in the text books. The best lists are those made by the teacher from the work in his own school. The teacher might make a record of the words misspelled by the pupils, have them correctly spelled at the beginning of each recitation, afterwards used as a spelling exercise, and finally presented for a spelling test.

In assigning a spelling lesson the teacher should see to it that the pupils have the correct pronunciation and have the pupil repeat it after him. In the case of words in which the sound is apt to confuse the spelling, the letter or letters causing such confusion might be emphasized by using different colored crayon.

Oral spelling should be insisted upon. Spelling some words is fixed through the ear. Written spelling from lists of words is the method generally employed. The best method, however, is the one already suggested—namely, dictate in a paragraph the words to be spelled.

#### ARITHMETIC.

The criticism is made that the product of our public schools is neither accurate nor rapid in arithmetical calculations. In a former report on this subject I endeavored to show the necessity of drill in number work. In multiplication it is found that children are more accurate than in addition and subtraction, due no doubt to the fact that in multiplication the child does not go back to the objective method to possess himself of the number facts in the former as in the latter. Also more drill in abstract number is given in multiplication than in either addition or subtraction. In order that children should be both accurate and rapid in number calculation, daily practice in the fundamental operations is imperative.

Problem work receives a proper amount of attention, and it is gratifying to note that pupils are growing in their ability to see and express relations.

## DISCIPLINE.

The discipline is good. Under the guidance of the skilled teacher with her power to gain and fix attention, to arouse and sustain interest, to inspire the child with the desire to gain knowledge, the matter of formal discipline regulates itself. It is not intended to convey the idea that the discipline is ideal, for there are some weak spots. But the general tone is good.

## MEETINGS.

During the year the teachers have met each month to discuss and plan the work of grades 5 to 8 inclusive. These meetings have been very helpful and suggestive to the teachers and much good to the schools has resulted. I also held other meetings for the discussion of general educational matters. At one of the meetings I presented a paper on "Interest." I undertook to show what interest is, how the teacher might arouse the feeling of interest, and how that feeling might be utilized in teaching every subject of the curriculum. The second meeting was given over to the teachers and the subject "Composition" was discussed by the following teachers: Eighth grade, Miss M. E. Gibbs; seventh, Miss Mathiel Williams; sixth, Miss S. E. Schooler; fifth, Miss C. E. Martin; fourth, Mr. R. A. Gillem. The papers in every case showed considerable research. The teachers were much benefited and the children in turn were the gainers.

## TEACHERS.

The body of faithful men and women comprising the corps in this division is to be commended for their loyalty, earnestness, and faithfulness in the performance of their duty. The splendid results obtained in our schools is due almost entirely to the body of consecrated men and women constituting the teaching corps.

During the year this division suffered the loss of two teachers, Miss E. V. Beckwith, of the kindergarten department, and Miss I. O. Henderson, first-grade teacher. Miss Beckwith spent 16 years of her life in the teaching profession. Her life was a benediction and an inspiration to the young. The world was better because she had lived. Miss Henderson, because of delicate health, was able to give only a few month's service the first year and none whatever the second. She died in the early fall. Though her service in the schools was brief, I saw enough of her work to convince me that in time she would make a fine record as a teacher.

In conclusion allow me to express my appreciation to you for courtesies extended and advice given.

Very respectfully,

J. C. NALLE,  
*Supervising Principal.*

## REPORT OF SUPERVISING PRINCIPAL, ELEVENTH DIVISION.

SIR: I have the honor to make the following report of the schools in the Eleventh Division for the year 1910-11.

1. *Enrollment.*—It is gratifying to note the increase in enrollment: October, 1909, 3,900; October 28, 1910, 4,108. This marvelous increase is due to the combined response of everybody in the division to the emphatic call of our assistant superintendent, Mr. Roscoe C. Bruce, "Get the children into the schools." We got them and we kept them. The heavy enrollment made necessary a new kindergarten, which was opened in October at 409 O Street NW., an annex to the John F. Cook School.

2. *Promotions to the high school.*—In June, 1910, the experiment was made to give pupils who had finished the prescribed course in the elementary schools and who were recommended for promotion to the high schools a certificate. The graduation exercises were held in the assembly hall of the Mott Building. Each school was represented on the program either by a musical selection or recitation. The names

of the pupils were also printed on the programs and, to awaken further interest, boys from the 7B classes acted as ushers. The object was to stimulate interest in those who might drop out of school at this period.

It worked well. This year we had the largest number that has ever been sent from the division to the high schools, and of the 156 graduates 66 were boys. This is particularly gratifying when the difficulty of keeping boys at this age in school is recognized.

More than once this remark of a 7B boy was heard: "I'm going to stay in school. I want one of those diplomas. I want an invitation with my name on it to send away," etc.

3. *Conferences.*—Conferences in grades 5 to 8, inclusive, were held monthly during the year. In these conferences the work for the past month and that for the coming month were discussed. Each teacher was made to feel that she must accomplish just as much as the strength of her class would permit. Geography and reading were the special subjects for discussion this year.

4. *Tests.*—In April all classes in grades 5 to 8, inclusive, had an examination in spelling. The 50 words for each grade were selected by the supervisor with the idea that children should know how to spell the words they use daily. The marking was rigid, perfect or zero, no erasing, absolutely correct the first writing. The averages, by grades, are as follows: Eighth, 65.1 percent; seventh, 64.3 per cent; sixth, 59.9 per cent; fifth, 63.8 per cent.

In May teachers in grades 5 to 8, inclusive, sent in 18 papers to represent the language work of their classes. The instruction was as follows: Two kinds of composition are to be sent, letter writing (business and social letters), and the teacher may select the other kind. Only the first writing is to be sent. The papers are to be divided into three groups of six papers each, to represent the best, the medium, and the poorest work of the school. The papers were then sent to all teachers of the grade for inspection. In June the supervisor examined these papers and gave each teacher a rating upon her language work.

Tests in arithmetic were given in May to all 5B, 6B, 7A, 7B, and 8A classes. In grammar and algebra to 8B classes. Results in 8B and 7B classes were particularly satisfactory.

5. *Civic needs.*—The response to the call for a Thanksgiving donation was most hearty. Not only was a bountiful supply of provisions given to the "Home for Friendless Girls," but \$144.16 to the Associated Charities.

Our donation to the fund for playgrounds was \$155.

6. *The clever child.*—Much has been done for the atypical child and the incorrigible child, but little for the clever child. In October at a general meeting of the teachers in the division the supervisor asked all the teachers to be on the lookout for the bright child, the child who could do more work and could be tried in the next grade. At the close of the first semester all principals were asked to report upon these children. The results were as follows: Second grade, 5; third grade, 10; fourth grade, 9; fifth grade, 2; sixth grade, 0; seventh grade, 3; eighth grade, 2; total, 31. In June the principals were asked to make another report on the same children to see if they had made good in the second semester. All but two were recommended for promotion in June. One had not kept up, and the second one forfeited his seat in March because of sickness. Thus 29 children did the work of two semesters in one. We hope to do better work along this line next year.

The total number of visits made by the supervisor during the year is 1,152.

Very respectfully,

M. P. SHADD,  
*Supervising Principal.*

**REPORT OF SUPERVISING PRINCIPAL, TWELFTH DIVISION.**

SIR: I submit my third annual report, which is the fourth in the series of annual reports by me as supervising principal under the board of education.

In quarterly reports transmitted to the assistant superintendent during the current year, I have sought to set forth the efforts made to better instruction and discipline in the schools of the twelfth division; therefore, it does not seem necessary to traverse the field in the same way. In this annual report I shall attempt to present the status of the schools in brief survey of the studies in the regular classes with a more detailed statement about the ungraded classes.

**ADMINISTRATIVE DEMANDS.**

The enormous increase in the multiplication and multiplicity of administrative matters has compelled the supervisory officer to spend a large portion of his time in his office, thereby greatly curtailing opportunity to visit, to teach, and to examine the work of classrooms.

**MEETINGS.**

At the beginning of the session the supervising principal instituted two series of meetings of teachers for growth and enthusiasm, and the success attending these gatherings has been very gratifying.

A monthly series of round tables took up and discussed problems of vital interest to the cause of education. In the preparation for these topics much reading and research were necessary on the part of instructors. The supreme benefit came in the better organization of their knowledge and in broader views. The other series of meetings, also held monthly, considered the work and subjects of each grade in the light of the most advanced methods. These interchanges and comparisons of views prevented self-complacency and the fossilization which inevitably result therefrom.

**STRESS ON SPELLING.**

New interest was aroused in the teaching of spelling by impressing upon all that two or three words thoroughly mastered as to content, form, and use in oral and written speech, enrich and inspire the learners's mind far more than long lists arranged and spelled in columns. The future will be fruitful in good results because the teachers are alive to the sense and value of the procedure.

**ENGLISH.**

By means of outlines and lessons and talks by the supervising principal the achievements in the use of the mother tongue has been quite creditable.

The erection in the pupil's mind of suitable ideals of speech, and a constant approximation thereto have been unceasingly emphasized.

Ability to state in good English a fact present to the mind, to describe the salient features of an object or a collocation of objects, to give in proper sequential order any of the processes involved in a study, and to tell simply and clearly experiences of their lives, furnish abundant subjects for composition, oral and written—subjects full of deep and abiding interest.

In grammar proper effort has been made to apprehend the thought as preliminary to the construction of the words in which it is expressed. The oft-repeated definition "A sentence is a group of words expressing a thought," has but slight meaning for the average learner, and he spends his energies on the "words," utterly oblivious of the soul, the thought, embodied.

Near the close of the term there were put into the hands of the teachers of each grade suggestive outlines prepared by the supervisor which should be used to test the teaching of fundamentals. The questions compel reading and research, and, above all, a proper organization of grammatical knowledge.

## GEOGRAPHY.

Candor forces the statement that geography, so rich in content and interest, is not tellingly taught. The outline maps recently put into the schools were gladly received and a new impetus given to geography. It may be safely predicted that the ensuing session will afford more gratifying results in this study.

## ARITHMETIC AND HISTORY.

It may be asserted with truth that these studies are quite well taught in our schools. Mathematical concepts require greater care in development that children may more easily, clearly, and readily image number relations.

Teachers may add zest and profit to their history teaching by teaching the past in the present, and the present in the past. Under proper and adequate instruction the characters in historic pages will live again in the imagination of the pupil.

## UNGRADED CLASSES.

In addition to the supervision of the schools of the twelfth division proper, the supervisor has been charged with the care of the ungraded classes, for defective and incorrigible and truant pupils. These classes are widespread, being found in all the four divisions of the colored schools, and numbering eight—five for defective and three for incorrigible pupils.

## CLASSES FOR DEFECTIVE CHILDREN.

Five classes for such children have been established since the creation of the board of education, and the wisdom of the step becomes daily more patent. To accommodate the city these classes have been placed in the various quarters of the city, easily accessible to the schools of divisions 10 to 13, inclusive.

The teachers of these pupils are without exception females, all but one being graduates of the regular Washington Normal School; they bring to the work the best professional training and the ripe experience of ordinary class teaching prior to their entrance upon this special line. In sympathy, tact, good sense, and, above all, in the "mothering" spirit, they are exceptional, finely fitted for this important function because their charges must always remain children in thought and feeling.

In addition to the pedagogical training mentioned, these teachers have had instruction in woodworking, metal-working, in the various arts and handicrafts. In furtherance of preparation fortnightly meetings have been held for the consideration of the special instruction demanded.

The enrollment in June showed 48 pupils, 32 girls and 16 boys. The uttermost care has been exercised in naming children for segregation in these classes, and the approval of the District health officer is necessary before final steps leading to transfer to these classes are taken. It has and does seem that hesitation to recommend pupils for segregation exists among the regular class instructors because, perchance, of fear of lessening the numbers in their classes, or of incurring the enmity of parents, since parents frequently think such removal of their children means a stigma.

The activity and interest shown by the health officer in the spring did much to eliminate defectives from the regular classes.

Of the transcendent value of such classes to the educational system, to the community, and to the individual, not the least doubt should exist.

The salvation of human beings, the turning in society of subtractive into additive quantities, is worth while at any cost in a land where the people are supreme.

Numerous physical defects have been discovered, such as poor sight and hearing, defective speech, nervousness, curvature of spine, paralysis, locomotor ataxia. On the mental side are inattention, poor memory and judgment, few concepts of ordinary

things. The patient and intelligent teaching which characterizes the work has accomplished almost wonders.

Possessing no prescribed course of instruction, the work has been planned and advanced along the lines suggested by the circulars of information from other cities, and from reading. Mr. W. B. Patterson, in charge of classes in the first nine divisions, has been extremely kind and courteous in advice and help.

Nothing but individual teaching tells here, inasmuch as each pupil is only himself, unlike all others. Unbounded sympathy and interest, a homelike air, are desiderata in teachers.

The mental training attempted has been along conventional lines, chief stress being put on the three R's. Repetition is a sine qua non of success.

In the manu-industrial line, not merely to make articles but chiefly to gain motor control has been the aim. The articles made are sizable and usable and powerfully appeal to the learners. Paper cutting, drawing, painting, weaving, sewing, basketry, carpentry, brass and leather work, chair caning, laundering, and cooking are among the manu-industrial activities.

The presentation in this report of a few "cases" found in these classes must prove of absorbing interest and of educational and scientific value; therefore, the following are respectfully submitted:

CASE 1.—As an illustration of the progress possible to be made by one of these backward ones, I will quote the following passages from a case book: "C. H., a boy of 11 years, entered the school April 27, 1911. Has been in 1A grade all of his school life of five years. Has a domed shape, pointed head, face onesided, protruding eyes, rickets and adenoids; under size and weight, being 52 inches high and weighing 66 pounds; seems to be very poorly nourished. At times makes only guttural sounds instead of talking, at no time does he talk above a whisper. Did not know one written or printed word, writes from right to left and upside down numbers as well as words given him to copy. He can count up to six. Uses his left hand altogether. Has no power of expression and seemingly has no desire to enter into the school life. Has no spontaneity of movement."

After six weeks in the school the following entry was made: "He now writes from left to right and right side up. Can write without copy his name and numerals from 1 to 10, and knows for what they stand. Has learned to know the written and printed forms of five words. Has made a braided and sewed raffia mat, a reed and raffia basket, and an iron holder, using his right hand most of the time. Has in a sense become alive to his surroundings. I saw him and another boy this morning vying with each other as to which could make the ugliest face."

CASE 2.—This girl is 13 years of age. She has been a first-grade pupil in one of the graded schools of the city for several years. She is tall, slender, with stoop shoulders, small head and eyes, not very healthy, circulation is poor, nasal organs are affected, has peculiar gait, left handed, irritable at times, sensitive, bashful, quick to get angry. Environment is not the best. She knew comparatively nothing when she entered this school, about a year ago, although she had remained in the first grade for several years. She has made considerable progress since she has been with us. She is reading, writing, spelling, combining and separating small numbers. Is very fond of writing and very ambitious to learn. Her manual work has improved also. She could not thread a needle or make a knot in her thread. To-day she not only threads her needle, but has made an apron, sofa-pillow top, pillow slips. In cooking class she could not measure anything, seemed to have no idea of measuring. At this time she has overcome these difficulties and can cook fairly well. I feel quite sure if she continues in school she will develop into a self-supporting young woman."

## CLASSES FOR INCORRIGIBLE PUPILS.

The enactment of a compulsory education law here made it imperative to provide for pupils who could not by ordinary means be held in the regular classes. The board of education has created three classes for divisions 10 to 13, inclusive, where recalcitrant boys and girls may be compelled to abide by the requirements of the schools, and be adequately taught and trained. All sections except Capitol Hill and the northeast are provided for, and it is hoped that the omitted sections may soon be. In the matter of classrooms these classes are well equipped, thereby presenting opportunity for more and greater achievements in manu-industrial work.

The generous policy of furnishing these classes with great varieties of supplies, tools, and apparatus has rendered them so attractive as to encourage boys to be enrolled therein and to beg to remain when once committed. One youngster came to the supervisor and said he did not like his present teacher, and when asked what he desired replied, "I want to go to the 'corrigible school.'" It would seem that the bad boy is more highly favored than the good. However, "the whole need not a physician," and to regenerate and save is the work here.

Forty-seven pupils, males, were on the role at the close of June, 1911. There are constant transfers from these classes back to the ordinary classes, and a constant watch is kept over these to ascertain the efficacy of the stay under the ungraded teacher. Very rarely does a relapse occur. This is a splendid encomium upon the character of the training. Two boys who were several years ago placed in these classes have been promoted to the high school.

The active and ardent spirit shown by the instructors in following up the attendance of these pupils, coupled with the alertness and responsiveness of the attendance officer, has kept the boys in school exceptionally well. But best of all incentives to regularity of attendance is the supreme interest in the work created by the teachers.

The learners are taught the same subjects as are found in the grades whence they come, but the numerous grades represented render the task of instruction very difficult, since so much individual work must be done.

Manu-industrial teaching has been with wood, metal, basketry, weaving, chair caning, carving, drawing, painting, sign-making, pyrography. Among the numerous articles made are tabarets, stools, jardinieres, tables, blacking boxes, hat and hall racks, benches, baskets. In one class, at the suggestion of the supervising principal, the teacher made use of cast-off tin cans, and many useful articles were fashioned in tin.

The subjoined extracts from reports by the several teachers will prove, I am sure, "mighty interesting" and illuminating reading:

"The year just ended has been one of signal success for the ungraded classes. Any doubt which may have existed in the mind of teacher or parent as to the true value of these classes must have been dispelled by the net results of this year's work. This marked degree of progress was due largely to certain conditions which must exist before real progress may be had in these classes.

"First. The cooperation between teacher and parent, between the home and the school, has been closer and more intelligent. The parent has been consulted and advised in every matter regarding the school life of his child; then, too, when necessary, daily or weekly reports of commissions and omissions on the part of the pupil have figured greatly in awakening in the delinquent an interest in school life and a greater respect for home. In many cases of juvenile delinquency it is the child's parent who needs more help than the child, for the parent is the ideal in the sight of the young one, and when the ideal is faulty (unnecessarily so) the child or copy will in most instances be likewise.

"Second. The informing of the general public through the medium of public meetings, the press, and the formation of child-study clubs accomplished much

toward establishing these classes as a permanent institution, as a real necessity in the field of education, in the community generally. The very helpful parents' meetings of last fall brought this class before the public as a real, indispensable department of public instruction. Accordingly, it gave an invigorating incentive to the pupils and teacher for unceasing efforts.

"Third. Much has been obtained at the bimonthly round-table meetings held under the guidance of our ever helpful and well-advised head officer. These meetings have furnished opportunity for the teacher to overcome any little obstacles and thrash out with his co-workers the many perplexing problems which arise in the classroom. Excellent papers, which showed profound study and deep research, were read and discussed, thereby aiding wonderfully in the self-betterment of the teacher.

"Fourth. The assistance of the board of education and the officers of the public schools, together with the kindly help of the various charitable institutions, must share largely with us the need for good results.

"Fifth. Medical inspection has been regular. The untiring efforts of the attendance officer have done much toward reclaiming the truant and placing the outcast where he might be made more comfortable.

"These conditions, briefly stated, have combined marvelously well toward the reconstruction of the juvenile offenders. This class dealt with the truant and the incorrigible. Of this class of 24 pupils, 25 per cent were recommended because of incorrigibility and 75 per cent because of truancy.

"Cooking, sewing, and typewriting have been taught regularly and with excellent results. In cooking and sewing a practical course has been arranged and followed. The aim has been to teach the pupil such practical lessons as might meet his everyday needs. Typewriting has done much to aid in spelling, accuracy, and neatness. It has worked wonders as an incentive for good work and conduct, as well as entering largely as a factor in strengthening the pupil's mental condition and powers of control and concentration.

"Where a pupil may not be reached through the regular routine of class work or the personal contact of the teacher, he may be reached through well-conducted games and athletics. It is needless to say most truants spend their time in idling or playing. Now, if the teacher can reach the truant through some favorite game, then it is only one more step to lead on to good solid class work. Some of the pleasantest moments of this year's work have been directly after some strenuous game in which the teacher just had to take the leading part. The greater the boy's activity, the greater will be the good results if the activities are judiciously guided or directed by the dominant power of the classroom. Judge Lindsay says, 'He is like the smoothly flowing stream; the more you dam him the greater the power he develops.'

"The cost per pupil for the maintenance of these classes may seem large to the casual observer, but the ultimate good accomplished to society, the community, and the individual, far overbalances the numerical value in dollars and cents.

"During the past year 39 pupils—truants and semi-incorrigibles—have been segregated in this class for instruction and discipline. About 90 per cent of these pupils were probationers at the juvenile court on account of petty larceny, truancy, assault, or disorderly conduct in the streets. Eighteen of this number have been promoted and transferred to the grades.

"The form of instruction and discipline, which, as far as possible, was individual, aimed to give that moral, physical, and mental training so necessary in making honest, upright, law-abiding citizens. The atmosphere of the classroom endeavored to eliminate the evil influences of the home and street environments and likewise to create in the heart and mind of each boy a loftier ideal. I am happy to say that many boys once menaces to their former schools and neighborhoods are now quite corrigible and endeavoring to improve themselves mentally and morally.

"Effectual results in the salvation of these sadly neglected boys can only be brought about by the close intimacy established between teacher, parents, and pupils, and by constant friendly visits to the homes. The school has endeavored by tactful measures to brighten the homes and to infuse a love of cleanliness, honesty, and industry into the lives of both children and parents, thereby strengthening parental control and awakening the necessity of obedience and service to parents and others."

The intellectual abilities of many of these pupils are sadly deficient. Many of them come from grades far advanced for their mental growth and have acquired slothful and slovenly habits. Others are too old for their present grade. Only by tactful and varied methods can the three R's of the grade work be satisfactorily accomplished within the time assigned, even with the average pupil, there being such a diversity of grades and types of individuality.

The class this year has been entirely too large for the very best study and closest application requisite in the development of this type of pupils. I regret that the grammar and primary classes have to be instructed together in the ungraded department. In consideration of these conditions I beg to make the following recommendations:

1. The establishment of separate classes for grammar and primary grades.
2. That pupils be given at least two trials with very strong teachers in the grades before transferring them to the ungraded class.
3. That semi-incorrigible and truant girls be retained in the grades under competent teachers until the establishment of an ungraded school for girls.

In closing this report I take the liberty of making a plea for an increase of pay for three of the teachers of the ungraded classes. Their splendid services and abilities warrant adequate remuneration. In fact, the unusual demands for preparation for the instruction exacted makes it necessary for teachers to go away to institutions for training.

I desire to express highest appreciation for support given and kindness shown by all officials, and to the faithful teachers who have in love and sacrifice labored with me.

Very respectfully,

W. S. MONTGOMERY,  
*Supervising Principal.*

#### REPORT OF SUPERVISING PRINCIPAL, THIRTEENTH DIVISION.

SIR: In compliance with instructions I have the honor to submit my report for the year 1910-11.

Number of school buildings .....	10
Rented premises .....	2
Number of teachers .....	113
Total enrollment .....	4,005
Average number of pupils per teacher .....	35.4

In reviewing the work of the year I take great pleasure in bringing to your attention the devotion and willingness of the teachers under my supervision in their efforts to do the work intrusted to them. Harmony pervaded the ranks and consequently the work was carried on with unusual smoothness. To a very large degree the efficient work which was done this year was due to the excellent school spirit that prevailed.

Grade meetings were held for all teachers, excepting the kindergarten teachers, once a month for the discussion of the work. These meetings were held by grades. Each grade had a chairman and a secretary, and reports of the meetings were duly made and filed in my office.

In the meetings of the primary teachers special attention was given to methods and devices for the teaching of reading and number work. Many valuable points were brought out and gratifying results were obtained.

It was the general opinion that the results in arithmetic were not as a rule commensurate with the time and effort given to the subject. There are possibly several reasons for this, but, since the important value of arithmetic is for intellectual growth each grade must be responsible for the work assigned or the work of the following grades must suffer. The essentials of the work of the grade were thoroughly mastered rather than making an effort to cover everything mentioned. With this in view more efficient work was accomplished in this subject.

The teaching of spelling was given special attention. In selecting words those that would naturally occur in the vocabulary of the average child of our schools were used. In arranging the lessons in spelling we selected words from the course of study that would carry out this idea. By this plan fewer words were taught, but the results of the tests which were held from time to time thoroughly convinced me of the value of this method.

In order to improve the reading in the grammar grades, drills which would help the children acquire better tones and have them articulate properly were given. More attention was given to silent reading.

Several tests in arithmetic, spelling, and grammar were prepared by the teachers. These tests proved valuable in that the teachers recognized that they were a guide as to the real value of their work and also served as a source of information for future efforts.

A new eight-room building on the site now occupied by the old four-room wooden structure now used as the Birney Annex is very necessary. This item, of course, was noted in my estimates for 1911-12.

There are at present in this building of four rooms six schools; one fifth, two seconds, two thirds, and a first. On account of the lack of room one third grade is forced to be on half time.

The Hillsdale Building, which has been used for sewing, cooking, and carpentry classes, must be given up and some provision made for these classes.

The crowded condition at the Bell School, First and B Streets SW. made the rental of two rooms in the Miner Institute, Maryland Avenue and Four-and-a-half Street, necessary. This arrangement has relieved the congestion in this building and all grades are now on full time.

The rental of a room in Rehoboth Church to relieve the crowded condition at the Syphax School, makes it necessary for me to call the matter to your attention. I may suggest a four-room addition to the Syphax School, which, in my judgment, would be the most desirable thing.

At the Lincoln School the light is so poor that on very dark days the regular grade work can not be carried on unless the gas is lighted.

I beg to suggest that as soon as better accommodations can be secured that the industrial classes now at the McCormick School be removed, as this building is quite a distance from the schools from which the majority of the pupils have to go.

In this division the second Friday in each month was known as Parents' Day, and I am glad to say that the reports of the principals show that at some buildings from 15 to 20 parents would call on this day to see the teachers and observe the children at work. Considering the fact that many of the parents are otherwise engaged during the day this showing is very encouraging. This day is rapidly becoming quite popular with the parents, but they also understand that they are at all times welcome. At least three parents' meetings were held in each of the buildings.

Four of the building principals organized the Parents Teachers' Associations. The parents and teachers are both very enthusiastic over the movement. This close

contact of parents and teachers brings the most important factors of the home and school together for the good of the child.

I am glad to mention that the Public School Athletic League, started by Mr. Edwin B. Henderson, with the permission of the board of education, is meeting with great favor both with teachers and pupils.

On account of the forced mixing of the A and B grades in February it was agreed by the principal of Lincoln School and myself that conditions for the continuation of the departmental instruction as carried on last year and the first term of this year were not satisfactory, and for the second term this kind of instruction was not followed. My experience, though, still convinces me that the plan under favorable conditions will produce equal if not better results than what we now get. I may state that this applies more particularly to departmental instruction for grades seven and eight. If the grades can be so adjusted the principal desires to take up this work again with the opening of schools, using only the seventh and eighth grades.

The teachers of many of the schools deserve special mention for their effort to encourage reading by taking advantage of the privilege of the Public Library to secure books for their pupils.

The February graduating exercises were held at Bell School, and the June exercises were held at the M Street High School, except those of the James A. Garfield School, which were held in its own assembly hall.

The following contributions were made in this division:

Thanksgiving offering, teachers and pupils.....	\$131.93
Playgrounds, teachers and pupils.....	208.74
Shelton fund, teachers.....	113.60
 Total.....	 454.27

In conclusion permit me to thank you most heartily for your valuable assistance in the work.

Very respectfully,

J. E. WALKER,  
*Supervising Principal.*

#### REPORT OF ASSISTANT DIRECTOR OF PRIMARY INSTRUCTION.

SIR: I have the honor to submit herewith a report of the work done in the primary department of the tenth, eleventh, twelfth, and thirteenth divisions of the schools of the District of Columbia for the year ending June 30, 1911.

The chief concern of the primary department is to build sure and well the educational foundation of the many little beginners intrusted to our charge. We are ever mindful of the far-reaching consequences attending the training of young children by inexperienced hands. Forced to face this daily problem, we employ every means to minimize the chances of injuring the child in the case.

Much of our work is with the neglected child—the child of unkind conditions. We handle so many children whose prescholastic preparation is poor. These unfortunates' feelings have never been stirred by the sweet lullaby, they have never been carried to storyland on mother's voice, and have never known the wonderful inhabitants—the giants, hobgoblins, and heroes which furnish ideals during childhood. Lacking this necessary experience, their tongues are tied, their minds inactive, their imaginations rank and wild. As the child is the determining factor in the educational scheme, this lack of proper nurture has moved us to supply in the school what the home has failed to give. To this end, we have adjusted the English outlined in the course of study to the needs of the children concerned. Making a closer connection between the kindergarten and 1A first grade, more nursery literature is given in the latter. A corresponding adjustment has been made all along the line.

Results growing out of this adaptation of the course of study have been most gratifying. As grasp and appreciation are acquired, the standard of work is raised. This course has been pursued for the past four years; this year the literature is of a higher class than it has ever been. Through this course, thought power and language power are of a much higher order than a few years ago; many of the provincialisms peculiar to the race are fast disappearing among the younger children. The preparation received through literature has brought about in our schools an appreciation of reading never before enjoyed. Reading is pursued by the smallest tot in the department because it is a joy. Books are sought for the stories they contain; and large numbers of primary children frequent the public libraries for reading matter.

We are sadly in need of more reading books. The few in use have been read and reread so often that it is hard to arouse interest in the lessons. The Stepping Stone Readers, which were advanced a grade, could be returned to the grades for which they were originally intended to a nice advantage. Then, something new in readers would greatly relieve the situation.

The primary department has done some good, strong work this year in phonics. The power to master words unaided has not been strong in the children. For the past four years great stress has been put upon the power to recognize sound and reproduce it. The ears are much keener now, and the children possess considerable independence in word mastery.

As has been so often said, the regular monthly meetings of the primary teachers are the safest and surest means of unifying the work. Thirty-four of these meetings were held this year. In meetings the work of the classroom is discussed and all possible light shed to lead to the best results. As an evidence that the interest is high in these meetings, and the teachers helped, the attendance is prompt and regular. It is very rarely a teacher absents herself without good reasons. At the June meetings the work is given for the first month of the fall term. It is truly pleasing to visit these schools the first days to see the smooth running of the machinery. We are frequently made to feel that the vacation of nearly three months is but a period from Friday to Monday so well organized is the entire department.

The model schools are a valuable adjunct to the schools generally. Classroom problems are worked out here through practical demonstrations by the model teachers. The weak teachers are found in the model schools often. This year all teachers have been stimulated to visit, not only the model but other schools, in order to broaden the work. Large numbers have availed themselves of the privilege, the record showing 584 visits to model schools alone.

Miss Wormley and I spend all our time, saving that given to meetings and conferences with teachers, in the classrooms with the teachers and children. We divide our time there observing and teaching whenever the need presents itself. We plan to see every teacher as often as possible during the year—not less than four times, twice during the first semester and the same number of times during the second. During the year we have visited every building in which our schools are more than twice, making in all 1,598 visits for the improvement of the work; we have given during the observations 375 lessons. I give below a fuller report of visits:

Building.	Visits.	Lessons.	Months.
Ambush.....	36	14	Sept., Nov., Feb., May.
Banneker.....	35	7	Oct., Dec., Jan., Mar., Apr.
Bell.....	35	10	Oct., Jan., Mar., June.
Birney.....	70	21	Oct., Jan., Feb., Apr., June.
Bowen.....	38	8	Sept., Nov., Mar., June.
Briggs.....	43	8	Oct., Nov., Dec., Feb., May.
Bruce.....	24	12	Oct., Nov., Jan., Mar., Apr.
Bunker Hill.....	14	6	Sept., Oct., Nov., Jan., Mar., May.
Burville.....	22	11	Sept., Nov., Mar., Apr.
Chain Bridge.....	3	4	Oct., Dec.
Cook.....	46	14	Sept., Nov., Dec., Feb., Mar., Apr., May.
Cardozo.....	42	8	Oct., Feb., Apr., May.
Deanwood.....	28	19	Sept., Nov., Feb., Mar., May.
Douglass.....	35	8	Oct., Jan., Mar., Apr.
Fort Slocum.....	8	3	Oct., Nov., Feb., Mar.
Garfield.....	30	13	Oct., Mar., Apr., June.
Garnet.....	59	22	Sept., Oct., Nov., Jan., Mar., Apr., June.
Garrison.....	54	18	Oct., Nov., Jan., Feb., Mar., Apr., May, June.
Giddings.....	42	4	Oct., Dec., Feb., Mar.
Ivy City.....	6	3	Nov., Jan.
Jones.....	29	10	Oct., Dec., Jan., Mar.
Langston.....	43	9	Sept., Nov., Jan., Feb., Mar., May, June.
Lincoln.....	30	9	Oct., Dec., Mar., May.
Logan.....	35	13	Oct., Jan., Mar., Apr., May.
Lovejoy.....	58	20	Nov., Dec., Feb., Mar., May.
Military Road.....	7	2	Oct., Nov., Feb., Mar.
Miner.....	29	6	Oct., Nov., Jan., Feb., May.
Montgomery.....	20	9	Nov., Dec., Mar., May.
Mott.....	132	14	Sept., Oct., Nov., Dec., Jan., Mar., Apr.
Orphans' Home.....	6	2	Nov., Apr.
Patterson.....	50	11	Sept., Oct., Nov., Dec., Feb., Mar., Apr., May, June.
Payne.....	39	15	Oct., Nov., Dec., Mar.
Phillips.....	41	13	Oct., Nov., Dec., Mar.
Randall.....	55	21	Oct., Nov., Jan., Feb., Apr., May.
Reno.....	18	12	Oct., Jan., Apr., May.
Slater.....	65	19	Sept., Oct., Nov., Jan., Feb., Mar., May, June.
Simmons.....	69	16	Sept., Oct., Dec., Jan., Apr., June.
Smothers.....	12	9	Sept., Nov., Feb., Mar.
Stevens.....	98	16	Sept., Nov., Dec., Jan., Mar., Apr., May.
Wilson.....	38	15	Oct., Nov., Jan., Feb., May.
Wormley.....	54	21	Oct., Nov., Jan., Feb., Mar., Apr., June.
Total.....	1,598	375	

I feel, in closing my report, to commend Miss Wormley, my able corps of model teachers, and the teachers of the department for their hearty cooperation and very cheerful response at all times. The harmony and good will throughout the department have made the year's work delightful.

Thanking you, Mr. Bruce, and the school officials generally, for courtesy and help always, I am,

Very respectfully,

E. F. G. MERRITT,  
*Assistant Director of Primary Instruction.*

#### REPORT OF ASSISTANT DIRECTOR OF MUSIC.

SIR: Another year has rolled around and we come to make the annual report in music. This study is one of the essentials of education. The ability to hear is as universal a gift as the ability to see; therefore the ear has a no less useful office in life than the eye. Through the spoken word, by the living voice, we come into the closest possible communion with our fellows; and when the common elements of sound existing in the world all about are raised and glorified by the art of music, an avenue of life is open which knows no end.

#### KINDERGARTEN.

Several music classes with the teachers have been conducted during the year; putting special stress upon tone, expression, accuracy of interval, breathing, piano, enunciation, etc., and as the teachers have been strengthened we have noted improvement throughout this department in the work of the children.

We have aimed to lead the children to individual expression in songs and games, using correct vocal methods; also creating a taste for the best ideals in music. Much attention has also been given to ear training and rhythm. Good results are noted.

#### PRIMARY AND INTERMEDIATE.

Since melody is the beginning of music, in order to bring the child into relationship with music, he should sing many songs well, in order to express himself. In these grades "rote songs" have been emphasized. Systematic instruction has been given by the special teacher, ably assisted by the class teacher and supervised by the assistant director. The singing at assembly exercises is an inspiration to teachers as well as pupils. When properly done it has a wholesome effect upon the work of the day and upon the character of the pupil.

Every four weeks there was a meeting of my assistants at which an outline was given the special teachers and they in turn gave the same to the class teacher, observing just what songs, scales, etc., must be taught the pupils for the period named. Hence all schools had the same work at the same time. All necessary help was given class teachers with excellent results—better tone thinking, ear training, and sight reading. Tests have also played an important part in the work for this course.

#### HIGH AND NORMAL.

In the first, second, and third years of M Street High and Armstrong Manual, song interpretation, musical appreciation, biography, and chorus singing have been emphasized.

In the fourth year pupils preparing for the normal were given special work in sight singing, elementary harmony, and history of music and biography of some of the great musicians. Song recitals by eminent musicians, pupils, and glee clubs were given throughout the year. We have now five glee clubs—two in M Street High, two in Armstrong, and one in Normal No. 2.

In normal school the juniors had theory, voice training, sight reading, and thorough study of songs of the primary grades. Both oral and written tests were given to all pupils in normal school; all studied methods and gave practice lessons in primary work under supervision of a special teacher.

The piano training has been given quite a scope in the normal school this term. It has helped to broaden the general musical intelligence, and if more time could be allotted much good would result therefrom. I again recommend that in all the schools above the primary grades music be made a major study.

Have had the hearty cooperation of the entire musical force throughout the year; also the class teachers. Wish to thank all who have in any way helped to further the work of this important study.

I beg leave to thank you and the supervising principals and other officials for the many courtesies extended.

Very respectfully,

J. T. LAYTON,  
*Assistant Director of Music.*

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#### REPORT OF ASSISTANT DIRECTOR OF DRAWING.

Sir: I herewith submit a brief report for the school year 1910-11:

The work of the year has been very satisfactory. The grade teachers have been faithful and have responded cheerfully and helpfully to all work introduced or suggested by the department; thus the relation between the department and the corps of teachers has been very pleasant and mutually beneficial.

The course of study has been the same as that of last year. The aim has been to make the work as practical as possible. It is to be regretted that suitable supplies

for material work is not furnished in larger quantities and greater variety. The teachers and pupils are especially interested in material work and applied design, but they can not develop along these lines to the extent desired on account of limited material. It is to be hoped that some plan may be arranged for the coming year by which more material may be obtained for this very important part of the work, which is intended to emphasize the value of drawing in its adaptation to material development.

The normal school has just graduated a very satisfactory class and the junior class shows promise of doing as well through the coming year. Thus the prospect for good work in the grades through these prospective teachers is very promising. It has been a pleasure to have been associated with pupils in these classes. They have given evidence of appreciation for every effort put forth by the teachers in this department to develop them for future usefulness.

The condition of the M Street High School, with a large number of pupils and a limited amount of space (one room), renders it very hard for the teachers of drawing in that school to develop the work to the extent desired by the local teachers and also the head of the department. However, they deserve credit for the evidence of sincere endeavor as results show. This condition will not be materially improved until the new high school shall be ready for use.

The manual training school is also working under adverse conditions on account of limited room, but has the advantage of having more teachers than the M Street High School. Relief can only come to them through the completion of the new addition to the building.

A satisfactory exhibition was installed at the end of the school year. The graded schools throughout the city installed local exhibitions in each room showing the work of the year. These exhibitions were interesting and profitable. Teachers, pupils, and parents enjoyed this new feature, and all expressed the hope that such exhibitions may be held hereafter each year on flag day.

For every kind word and act received from school officials I extend grateful thanks.

Very respectfully,

T. W. HUNSTER,  
*Assistant Director of Drawing.*

#### MANUAL TRAINING.

SIR: The work in the shops during the past year has shown evidence of much improvement. The care of the shops has been given considerable attention and we are endeavoring to have them present as neat an appearance as possible under existing conditions. The teachers in nearly every instance, I believe, are making earnest efforts toward improvement.

We have succeeded in having prepared working drawings for the use of the boys. This has enabled both teacher and pupils to conduct their work more accurately and intelligently. The number of these drawings will be gradually increased until we have a large variety of articles for the pupils to select from. These will form a basis for other designs.

Unfortunately the drawing in the graded schools and the woodwork is not correlated. Whether or not this can be done under the present system I am unable to say.

I believe it would be well to make some effort along this line.

In my statement forwarded to you last June (1910), I recommended the opening of the shop located at the Orphan's Home and its use for the overflow from the New Mott shop.

This, I feel, is more necessary this year than last. The number of boys unable to attend the shops because of the crowded condition has increased considerably. In three divisions, tenth, eleventh, twelfth, 141 boys are not attending the shops. This number will in all probability be increased next year.

If the shop at the Orphan's Home is to be used, it will be necessary to have an additional teacher. With the present force the use of this school will be impossible.

I would regret very much to find it necessary to continually increase the number of boys not attending the shops.

The Orphan's Home shop is partially equipped and with a comparatively small outlay the additional equipment could be obtained. The benches are there and some tools, a list of which I have in my possession.

I have discussed the matter of equipment with Mr. J. A. Chamberlain, supervisor of manual training, and the necessary tools can probably be arranged for. A requisition has been prepared.

The proposed opening of the shop at the Garfield School has also been given some attention and I believe this will be possible next year.

This shop is very necessary in order that the boys from the Garfield School may not have to travel the long distance from their school to the Hillsdale shop.

Conditions in the John F. Cook shop are unfavorable. The heating of this room is very unsatisfactory in cold weather. The temperature is very often as low as 50. This makes it dangerous to the health of both teacher and pupils.

In the requisitions for repairs, which have been sent in, attention has been called to this condition and it is hoped that it may be found possible to make some improvement.

Because of the inexperienced handling of tools by boys in the shops, accidents sometimes happen. While the injuries received are as a rule slight, yet if they are not promptly and properly treated, the results may be serious.

Since I have been detailed as assistant director, the shops have been furnished with emergency supplies, i. e., witch hazel, arnica, spirits of ammonia, court plaster, antiseptic cotton and bandages.

Some instruction, I feel, should be given in the use of these articles. I would suggest that a pamphlet be prepared with instructions as to the proper use of these articles.

Your attention is again called to my position as assistant director of manual training. I beg to renew my request of last year that a salary be assigned to me more nearly commensurate with the duties of the position to which I have been detailed.

While I am thankful to you for the increase from class 3 to class 4 which was granted me this year, yet even this salary is hardly proportionate to the duties of the position. The dignity of the position, to be maintained, demands a salary in proportion to the work required and the salaries of the other assistant directors.

I respectfully request that you kindly make further effort to have the salary of this position assigned to me.

O. W. McDONALD,  
*Teacher in charge of Manual Training.*

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#### REPORT OF ASSISTANT DIRECTOR OF DOMESTIC ART.

SIR: I respectfully submit the following report of the domestic art department for the school year ending June 30, 1911.

The teaching force remained the same as for the previous year, numbering 10 teachers in the elementary schools and three teachers in the Armstrong School. The daily schedules of the teachers were quite heavy, and in a number of instances the lunch period was used up in traveling from one building to another. This imposed a great hardship upon at least half of the teachers. The department has felt the need of an additional teacher for the elementary work for the last two years.

## WORK OF THE YEAR.

Special emphasis has been laid upon the educative value of domestic art and its articulation with the regular grade subjects. Endeavor was made to plan the lessons with this idea in mind. Lesson plans by the teachers at different stages of the work, and discussions of the most difficult points of presentation have been most helpful to all, and especially to the younger teachers. It is absolutely essential for a teacher of domestic art to know thoroughly her technical subjects. It is also quite as important for her to understand the child or pupil before her. For a lesson to be successful and of most value to the pupils, the subject matter to be presented must take them into account. By the lesson plan, the teacher was afforded an opportunity to present original and individual modes of instruction. For is it not true that the teacher's efficiency is determined more by the self-direction of his or her own intelligence than by any dictation from others?

It is the tendency to give too much individual instruction in this line of work. This has been noticed in both the elementary and manual training schools. Class lessons were urged with just such guidance and suggestion on part of teacher as was found necessary. The prime test by which a teacher was judged was the growth that her pupils made in ability to work efficiently and independently.

I feel that in the cutting schools, particularly, good work has been done this year. The good influence of the teachers, orderliness, and discipline were to be seen and felt. If properly taught, domestic art should have a highly moral effect. It makes for perfect sanity and mental health; it develops the will and power; it makes for firmness and force of character. A product which is correctly and neatly finished certainly fosters this. Girls learn to understand and appreciate the value of well-made articles.

More effective work could have been done if the appropriation for this branch of the manual arts were not so limited. We have suffered for want of better equipment, and needed repairs to that already in our possession.

Machine work should be introduced at the Fort Slocum School for the larger pupils of the fifth and sixth grades, who are deprived of advanced work because of the great distance to be traveled in reaching the cutting school, located in Bruce Building.

## NORMAL COURSE IN MANUAL ARTS.

This year marks the completion of the newly inaugurated course in the manual arts at Normal School No. 2. Ten graduates of domestic art course received their diplomas, which will render them qualified to teach in the elementary schools of this city and elsewhere.

It is to be regretted that so few positions are available in our own schools, whereby these young people might find employment. The organization of an employment bureau at Normal School No. 2 would be a most fortunate arrangement.

The course of study was quite full and suggestive of many subjects which had to be touched upon rather lightly because of lack of time and proper classroom facilities. With the opening of the new normal school and the provision of a sewing laboratory in that building, the problem of equipment and proper housing will be solved.

I should like to mention that Misses Grace R. Lancaster and R. Blyden Wilkinson passed satisfactory examinations held in Philadelphia for teachers of sewing, which fact is commendation of the normal course in domestic art.

## VOCATIONAL SCHOOL.

It is no longer necessary for us to theorize and ponder as to the future of the large number of children who leave school to become wage earners. With the beginning of the school year of 1911, the long-felt want will be realized in the Cardozo Trade School for boys and girls.

Vocational education has been defined as "that which equips an individual for self-support." The main object of such a school is to help the wage earner to become self-supporting in some direct occupation—to supply economic instruction in the practical work of the various trades. The course of study should be planned, therefore, to meet the needs of this particular community, and should offer only practical and occupational activities. Self-support may not necessarily mean a wage-earning capacity; it might mean home making. In that case, we should feel repaid if the boys and girls have learned to manage their households in a more intelligent and economic way.

#### VISITS.

Visits were made to each class taught by the special teacher, and to some classes several visits were necessary. When the work was not up to the standard, or the method could be improved upon, a word or a suggestion was given for the specific case. Criticisms, favorable or unfavorable, should have this twofold purpose, that "poorer teachers may be made better, and the best ones supported by judicious praise."

#### CONCLUSION.

The past year has been a very successful one. The teachers as a whole worked harmoniously. They maintained a very high standard for their classes, resulting in exceptionally good work on part of pupils. For their untiring efforts, uniform courtesy, and cooperation, I wish to thank them.

I wish to express my appreciation of your valuable suggestions and generous support.  
Very respectfully,

A. D. JONES,  
*Assistant Director of Domestic Art.*

#### REPORT OF THE PHYSICAL-TRAINING DEPARTMENT.

SIR: The arrangement made possible by the addition of another teacher to the department of physical training makes the number of schools for each teacher and the length of time between visits a decided improvement over previous years.

We now have time for some corrective work; that is physical training teachers who discover children needing corrective exercises are able to take the children during the hour between 2 and 3 o'clock and give them the necessary special exercises. That there is no place in the city where children of color can get such treatment makes it more important that we have such a branch connected with our department. We know that the work in this line can not be done as efficiently as might be done, but something done is better than nothing. Through our efforts put forth we hope to persuade Howard University authorities to arrange for such clinics in medical gymnastics similar to the work done at the Johns Hopkins Medical College, to which institution a physician at Howard University was forced to send one of our public school cases last year.

Physical training in the elementary schools improves each year, not so much in that part of the work that is seen by us, but in that the work is daily required of the teacher and is seldom neglected. In that little is to be gained except through daily work this is a step forward. I believe that every teacher knows that early childhood is the time for gymnastic instruction, and that discipline of muscle is gotten through daily work, but I sometimes fear that teachers allow the mental work to run into the time for physical gain. The planned program has done away with the few minutes before recess or just after recess, in most cases, being used for physical training.

There were three important events, both new in a way to this city, which have met with the same approval here that has been accorded them in other cities. One was the formation of the Public Schools Athletic League, an indoor meet in Convention Hall, and the other an athletic meet for girls from all the high schools. The first event was started in this way: In November, 1910, members of the physical training department, building principals, male teachers and officers of the tenth, eleventh, twelfth, and thirteenth divisions of public schools met at the request of Asst. Supt. R. C. Bruce and formed the Public Schools Athletic League, the second of its kind in the South. Soon thereafter each of the four division leagues were formed. The specific objects of the league are: To promote useful athletics and gymnastics among the attendants of the elementary, high and normal departments of public educational institutions in Washington, and in connection therewith to cooperate with and support athletic associations, provide athletic grounds and teachers, organize games, offer prizes and conduct competitions. With the aid of a league a large indoor meet was held; basket ball and baseball tournaments were played and outdoor track meets were conducted for elementary school boys. The high-school boys were provided with opportunities for competition in the athletic meets conducted by the Inter-Scholastic Athletic Association of the Middle Atlantic States.

Principals of buildings whose schools have participated in the games and activities of the Public Schools Athletic League have expressed high appreciation of the work being done. Discipline and scholarship in many instances have been improved, while the school pride and loyalty created have increased the school's power for individual and community good. I can not close the information relative to the formation of the league without saying that while the formation of such a league was done at the suggestion of the assistant superintendent, Mr. R. C. Bruce, all the plans and arrangements were made by Mr. Henderson, instructor of the boys in the high schools.

Until this year there has not been a public exhibition of physical training for girls since 1905. The one given at that time was as successful as the conditions at the armory of the M Street High School would allow. This was not a competitive exhibition because the armory was too small to accommodate more than the pupils of M Street High School. So until this year there has never been to my knowledge an athletic meet for girls. Such enthusiasm greeted the one of the past year that another will be held at some time this year. Pupils from all of the high schools were admitted and all that was necessary to join the meet was the desire to do so. The quality of the work was not considered and to my mind this is a good thing. All children can not do things equally well and it always happens that the best ones are picked, so that the best in one thing are usually the best in others. This means that some children who work as hard as others with the same desires of their more fortunate classmates are never given an opportunity to appear in public. Games that could be played by all children were selected, all worked the hardest, and the spectators were amused and entertained, several saying that it was the most enjoyable affair that had been given during the year. I appreciate that the novelty of the affair helped, but by getting as many new games as is possible each year, we hope to keep up at least a part of the interest afforded the first entertainment.

Finally, let me say a few things relative to the school playgrounds. These grounds have for the past two seasons been under the control of the board of education and the results of the change have been remarkable. It seems that in previous years the teachers in charge of grounds did more police duty than the teaching of games and developing playground activities. The children knew but few games and preferred to do as they pleased. Now the children know more games, play in good form, enjoy supervised play, and still have time for free play.

The grounds are in great need of trees and grading.

That we have been able in most cases to get teachers from the public schools brings up another point:

Would it not be a good plan to give credits to teachers doing creditable work on the grounds. The playgrounds belong to the schools and must be maintained in a way creditable to the schools. In an address by Gen. Wingate, president, at the annual meeting of the Public Schools Athletic League, held December 7, 1909, New York City, he says relative to teachers missing lectures because of training the boys: "Few appreciate the unselfish work done by many of the male teachers in the schools who have steadily given their time afternoons, day by day, to promote the athletic training of the boys. \* \* \* The teachers who did this not only lost their own time but were prevented from attending many lectures and other methods of additional study which would have counted for their promotion and which they could ill afford to lose. It is therefore gratifying to know that the board of examiners decided to give the teachers who have done this a credit for their work. This is certainly but just. In fact it can not well be denied that a teacher who spends his afternoons coaching boys in athletic games gets a practical experience of boy nature and an executive ability which makes him more fit to teach a class than he would be if he had spent the same time in hearing lectures or studying any pedagogical subject that could be imagined." I feel the same way about the teachers who teach on the playgrounds, especially as my interest in the grounds leads me to obtain as far as is possible the best teachers and to try to keep them year after year. I do not take a teacher if I have reason to believe that she desires to teach one or two summers only. I am delighted to hear a man like Gen. Wingate take the decided stand that he does on this point.

I take the liberty to suggest that some man of standing in physical training be engaged to lecture to the teachers in connection with the lecture course for the coming year. Allow me to suggest as the foremost, Dr. Dudley A. Sargent, physical director of Harvard College.

Regarding the normal and high schools, the work is as good as the conditions permit. The new buildings or additions under construction will meet all the needs along this line, and then with the competent corps of teachers I have, we will promise work second to none in the country.

Thanking you for the many courtesies extended through the year, I have the honor to sign myself,

Very respectfully,

ANITA J. TURNER,  
*Assistant Director of Physical Training.*

#### REPORT OF ASSISTANT DIRECTOR OF KINDERGARTENS.

SIR: Following is the report of the assistant director of kindergartens for the school year 1910-11:

Number of visits to teachers.....	336
Number of program classes.....	19
Game classes.....	4
Model lessons.....	1

The general plan of the kindergarten work, covering gifts, occupations, games and literature has been submitted in previous reports. Results of this year's effort show satisfactory progress. Organizing methods in the gifts received special attention.

For the past three years the assistant director has aimed to conduct the work of the kindergarten in such a manner as to meet the needs of the lowest primary grade by emphasizing those activities which give greater strength to and join hands as it were with the grades. Through your suggestion the standing of the kindergarten

children promoted to 1A schools in September, 1910, was ascertained after the mid-winter change in February, 1911. This investigation revealed that where conditions had been normal in both kindergarten and primary schools, from 75 to 100 per cent of these children were promoted to 1B schools in February. The kindergarten children made a splendid showing as a whole, even under mixed conditions. One teacher reported 100 per cent promoted to 1B in February. It must be said in this case, however, that all or a very large per cent of this group received their 1A training in model schools. So far as we are concerned this record refutes the statement that 50 per cent of kindergarten children fail in the grades.

#### ATTENDANCE.

This is our most successful year from the standpoint of enrollment and attendance. In October we attained 39.8 per cent of the whole kindergarten enrollment and the attendance was correspondingly good except in schools afflicted temporarily with whooping cough and measles—the latter being epidemic at one time. Parents are beginning to appreciate the fact that success in the kindergarten means regular attendance as well as in the grades.

#### LITERATURE.

Newspaper and magazine articles were read and discussed at our meetings.

During the past decade the kindergarten made greater progress than any other phase of education and the magazines are giving kindergarten subjects considerable attention. Old ideas of toleration are giving way to new ideas of appreciation and the kindergarten teacher finds encouragement through articles on this subject in the current magazines. While still in its experimental stage, the kindergarten is striving to find the right way to develop the child at this tender age.

#### MUSIC.

While the vocal music is of a very high order, the piano music is still a great problem as so few assistants can play the piano acceptably. It is to be hoped that this condition will soon disappear since piano music is receiving attention in the training course.

#### HOUSING.

The end of each school year brings its trials of house hunting for the new kindergarten, and the place, if found, is never entirely satisfactory. Occasionally a room is allowed in a school building, but such opportunities are becoming rare owing to the crowded condition of the buildings. This is a matter of grave concern to us all.

It gives me the greatest pleasure to report the genuine interest of the building principals in the kindergarten school. This has been one of many encouraging features of our year's work.

I am much indebted to you, Mr. Bruce, for kindness and consideration.

Very respectfully,

N. T. JACKSON,  
Assistant Director of Kindergartens.

### REPORT OF PRINCIPAL OF WASHINGTON NORMAL SCHOOL NO. 2.

SIR: I beg to submit the following report of my administration of Normal School No. 2 for the school year 1910-11:

#### AIM AND SCOPE.

The aim and scope of Normal No. 2 and of each subject taught were so thoroughly gone into in the consolidated report of 1908-1910 that I deem it unnecessary to restate

them here. Indeed, for a full understanding of the peculiar social efficiency of Normal School No. 2 the report above mentioned is indispensable.

#### DISCIPLINE.

The problem of discipline has been simplified by impressing upon each undergraduate at the outset that as a candidate for the high calling of the teacher she must be self-reliant and trustworthy.

Thus the students have been left to govern themselves; the principal has been rarely called upon to supplement except in cases where mature judgment was required.

#### *Annual report of 1909-10.*

Number of names brought forward from the roll of last school year.....	50
Number of admissions.....	112
Number of seats forfeited during the year.....	15
Whole number of pupils on the roll during the year.....	149
Number transferred during the year.....	0
Actual number on the roll during the year.....	149
Number withdrawn during the year.....	12
Number at the close of the year.....	135
Average number on roll during the year.....	137
Average number in daily attendance during the year.....	134
Per cent of attendance during the year.....	98.2
Number of cases of tardiness during the year.....	82

#### Number of graduates:

Regular course.....	34
Postgraduates.....	3
Kindergartners.....	9
Drawing, special teachers' course.....	2
<b>Total.....</b>	<b>48</b>

#### *Annual report of school year 1910-11.*

Number of names brought forward from the roll of last year.....	88
Number of admissions.....	112
Number of reentries during the year.....	26
Whole number of pupils on roll during the year.....	174
Number transferred during the year.....	0
Actual number on roll during the year.....	174
Average number on roll during the year.....	162
Average number in daily attendance during the year.....	160
Per cent of attendance during the year.....	98.4
Number of cases of tardiness during the year.....	65

#### Graduates, June, 1911:

Regular course.....	52
Special teachers' course—	
Domestic science.....	9
Domestic art.....	10
Kindergartners.....	15
Postgraduates.....	2
<b>Total.....</b>	<b>88</b>

## TRAINING TO MEET DEMANDS OF SCHOOLS.

In September, 1909, courses for teachers of special manual art subjects were inaugurated. Normal School No. 2 now offers seven distinct courses, as follows:

Regular course—primary methods.

Grammar grade course <sup>1</sup>—for postgraduates with college training.

Kindergarten course.

Domestic art course.

Domestic science course.

Drawing course.

Manual arts course.

In June, 1910, two students were graduated from the course for teachers in drawing. As the young men were also graduates of the regular normal course, they completed their drawing course in one year, and are employed in the drawing and manual-training departments, respectively.

In February, 1911, there were graduated from Normal School No. 2:

Regular course.....	5
Domestic science.....	1
Total.....	6

In June, 1911, there were graduated:

Regular course.....	47
Postgraduates .....	2
Kindergarten course.....	15
Domestic art.....	10
Domestic science.....	8
Drawing.....	0
Manual arts.....	0

Total.....	82
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From the present outlook there will be no classes in either domestic art or science this coming term; I therefore recommend that all students in the normal school be given instruction in domestic art and domestic science for one period per week, of 60 minutes for each subject.

Such training seems advisable from the fact that the supply of graduates is greater than the demand for services in the community. Many students must of necessity begin in rural communities of the neighboring States and the South, where some knowledge of the methods of teaching cooking and sewing is essential to efficient conduct of such schools.

## CHANGE IN CONTINUITY OF COURSE OF STUDY.

Through the courtesy of the superintendent and the assistant superintendent of schools, we were permitted to modify the course of study so as to meet the demands of a large class about to practice; in fact, one of the largest we have ever had.

At the close of the first semester we selected the 24 pupils with the highest credit and to them gave the course of the third semester, which is direct preparation for practice in the elementary schools from September, 1911, to February, 1912.

The remainder followed the outlined course in its sequence and will prepare for practice during the coming fall term. While they are so engaged the prepared group will practice, and then return to complete the work of the second semester.

<sup>1</sup> One graduate of this course is teaching in the Technical High School and one in the Academic High School.

This arrangement was imperative because of the size of the class, the small faculty of the normal school, and the few practice schools at our disposal for the continuous practice which our experience as well as research has proven necessary to skill in teaching.

#### REARRANGED COURSE OF STUDY.

In order to anticipate such a condition with the ever-increasing classes entering the normal school, we have rearranged the subjects in the course of study to give the minimum insight into the foundations of practice-teaching to all pupils during the first term of the junior year. Following that term we aim to give specific preparation for practice-teaching to the more advanced group, and to permit such a group to practice during its third term and to complete its course in the final study of theory in its fourth term.

The less advanced group will continue its study of theory through three terms and practice in its fourth term as heretofore.

The appended program for next year presents such a course in its entirety.

#### RECOMMENDATIONS RESPECTING PRACTICE.

I have found efficient adjustment of our practice teaching to be the crux of our problem of administration in Normal School No. 2. During the past year the regulation of this feature of the work has occupied a large part of the time. The difficulties arise from no lack of clearness with the principal and faculty as to the efficacy of practice in teacher training or as to the proportion of practice or its adjustment to the rest of the course. Our difficulties are occasioned purely by the organization of the schools engaged for practice work.

It is the consensus of opinion gained from long experience and repeated inquiry of leading educators of the country that a predominance of theory over practice produces weak teachers. We have found, moreover, that intermittent practice is not conducive to the highest teaching efficiency. Experience in our own normal school has proven that continuous practice, as much as possible, based upon a knowledge of subject matter, and a thorough understanding of the child—in short, unbroken practice based upon sufficient theory to give insight, makes the strong teachers.

Such practice should be sufficiently full and long to interpret the theory and to give skill in teaching. The failure to comprehend theory is frequently enlightened through practice. The student is enabled to work out intelligently in detail his theory rather than be satisfied with evasive qualities of theory but little understood and therefore useless.

Because of the continuous increase in the number admitted into Normal School No. 2, it becomes imperative that we have a larger number of practice schools. In order to accommodate the senior class of the year 1911-12, which numbers 54 in the regular course alone, I therefore recommend that practice be continuous throughout the year.

That the class be divided into two groups, one of which shall practice from September to February and the other from February to June.

I recommend, further, that one teacher be given not more than 15 periods per week in any term for instruction and that the balance of her time be given to superintending practice schools.

The following figures relating to our practice work of the past year reveal some of the difficulties of adjustment to which I have alluded.

Term of practice—16 weeks.

Observation—Two periods per week for 10 weeks.

Teaching—all special subjects and such gradual increase in major subjects as the noted strength of the teacher in training may warrant until full charge is given in final month of practice.

Regular course students in practice.....	47
Post graduates, grammar grades.....	2
Special teachers' course, domestic art and domestic science .....	18
Kindergarten course.....	15
<hr/>	
Practice schools available for regular course:	
First grade.....	2
Second grade.....	2
Third grade.....	1
Schools assigned by assistant directress of primary instruction:	
First grade.....	3
Second grade.....	2
Third grade.....	4
Fourth grade.....	5
Total.....	19
Fifth grades for post graduates.....	2
Kindergarten schools available.....	2

Special teachers in practice assigned throughout city by assistant directresses of said departments.

You will observe that the practice facilities were inadequate for the greatest efficiency. The practice schools, scattered over a wide area in three outside schools, were supervised by a small normal faculty of five instructors and three teachers of practice schools, who were obliged to divide their time between teaching and supervision. One normal instructor and one practice teacher were responsible for the practice work in all the schools of one grade, including the third.

The fourth-grade schools were supervised by two normal instructors.

The large number of pupils practicing in a small number of rooms necessitated three pupils in a room. This required a lessening of the amount of practice given each pupil.

In order to provide a sufficient number of practice schools conveniently grouped for supervision, I recommend that all grammar grades except the eighth, with its principal, Miss Orme, be removed from the Sumner Building, which temporarily houses the normal school, to the Miner Building, two and one-half squares north, and that primary grades be transferred to Sumner Building to replace the grammar grades removed, as suggested above.

I suggest, moreover, in furtherance of this policy, that the kindergarten training school be removed in toto to the Miner Building also, in order to furnish additional room for primary schools in the Magruder Building adjoining the normal school and now housing the practice schools of the normal school.

Aside from the increased facilities for practice schools, the concentration of grammar grades in Miner Building would give opportunity for testing under favorable circumstances the departmental system of conducting such grades under a corps of instructors especially fitted for the work. We might then compare the work and results of the departmentalized school with that of the regular graded school taught by one teacher constantly in touch with primary schools and methods.

If the suggestions above outlined meet your approval, we shall no longer need to crowd our pupils through primary schools borrowed from the system. The efficacy of our work will be greatly enhanced by the additional argument that under such conditions of practice for teachers in training we can more nearly approximate the actual routine of school work throughout the system for which we are preparing the students of the normal school.

*Course of study for 1911-12.*

Junior year, first term, all pupils—September, 1911, to February, 1912:

- Child study, daily.
- Psychology, I, daily.
- English, I, daily.
- Language methods, 4 times.
  - Constructive oral and written language.
- Geography methods, twice.
- Nature study, 3 times.

Junior year, second term, for advanced pupils, or third term for nonpracticing group—

February to June, 1912, or September, 1912, to February, 1913:

- School management, daily.
- Principles of teaching, daily.
- History of education, I, daily.
- Primary methods, twice.
  - Reading, spelling, writing, and story telling.
- History methods, twice.
- Number methods, 3 times.

Senior year, second term, for practicing group, and junior year, second term, for nonpracticing group—February to June, 1912, or February to June, 1913:

- English, II, daily.
- Hygiene, 3 times.
- History of education, II, 4 times.
- Principles of education, II, twice.
- Psychology, II, daily.
- School gardening, 3 times.

Music, drawing, and physical training in each term for all pupils.

Practice in the third or fourth terms of each class.

Teachers and assignments:

Mr. Jenifer.....	English, I and II.
	History of education, I and II.
	Principles of education.
Miss Wormley.....	Child study.
	Hygiene.
	School management.
	In charge of practice schools.
Mr. Thomas.....	Principles of teaching.
	Psychology, I and II.
	Gardening.
Miss Shippen.....	Primary methods in language, reading, spelling, writing.
Miss Williamson.....	Methods in geography and history.
	Nature study and number.
Miss Hand.....	In charge first-grade practice.
Miss Bowie.....	In charge second-grade practice.
Miss Dickerson.....	In charge third-grade practice

*Postgraduate course, 1909-10.*

School administration:

- Organization and management.
- Conduct of the recitation in grammar grades.

Principles of teaching:

- Observe one-half day each week in grammar-grade schools.
- Each observation period to be based on definite questions concerning such topics as capacities, apperception, habit formation, interests, reasoning, motor training, etc.

**Principles of education:**

Emphasis is placed upon the social nature of education and the implications of this fact.

Special attention is given to the psychological movement by the study of Rousseau's *Emile*, Pestalozzi's *Leonard and Gertrude*, Herbart's *Outlines of Educational Doctrine*.

**Contemporary educational movements and literature.****English:**

Material and method; inspirational value and ethical value of classical stories, folklore, myth, and legend.

Drill in the art of story-telling.

**The teaching of geography:**

The organization of material into course of study, and a discussion of methods of presentation adapted to grammar grades.

**The teaching of history:**

An attempt to understand the philosophy of history, its values and aims; a discussion of the methods of presentation adapted to grammar grades—practical applications by means of lessons planned and taught in grammar grades.

**The teaching of arithmetic:**

Brief history of the development and teaching of arithmetic with discussion of present practice, proper place of arithmetic and algebra in the grammar grades.

Papers and demonstrations on assigned topics in McClellan and Dewey's *Psychology of Number*, Gow, Conant, Brooks, Judd, etc.

**Practice teaching in grammar grades:**

Students prepare a series of lessons and teach same under observation in grammar grades.

**Study of the adolescent period:**

Physiological versus chronological basis of adolescence.

Causes of retardation, through inductive study of conditions in the grades of several schools.

Vocational aspirations and character of work necessary to offset same.

Study of vocabularies and amusements of children of grammar grades. Discussion of assigned topics in G. Stanley Hall's "Adolescence."

**Teachers in charge:**

School administration, Miss Moten, principal.

Principles of teaching, Mr. Thomas.

Principles of education, Mr. Jenifer.

English, Mr. Jenifer and Miss Shippen.

Geography and history, Miss Williamson.

Arithmetic and adolescence, Miss Moten, principal.

**SCHOLARSHIP.**

The normal school is seriously handicapped in its work by the inadequate preparation of the candidates who offer themselves for professional training. A city normal school with a two-year course must presuppose adequate culture course in its feeding high schools, since the two years spent in the normal school barely suffice for the mastery of the theory of pedagogy and requisite practice.

Owing to a present broadly elective high-school curriculum, the students who come to us from our secondary schools are, with few exceptions, ignorant of several studies of fundamental importance.

This works a hardship to pupils and normal instructors in the historic phases of education. Again, it is a positive injustice to the pupils whom these students are to educate later for social efficiency.

Without knowledge of the history of any of the social institutions wherein the child is to realize himself, the teaching must lack scope and directness. It is needless to state that lacking the data of history, the discipline that should come from the study of history is also lacking. Again, the students display, for high-school graduates, little language power. Their ideas are few and their vocabularies even more meager. They have therefore limited power of expression, oral or written. Coherent discourse for any extent of time or space is a rare accomplishment. Their powers of interpretation and appreciation are feeble.

We can not, in two well-crowded years, adequately give the linguistic culture that will enable the teacher to make of her pupils correct and efficient users of the mother tongue.

In other subjects of the school curriculum, geography and science, for example, the entering classes show marked deficiencies in the use of the inductive method for which those subjects stand prominently in educational aims and values.

I venture to suggest as a remedy for these conditions that the elective system of the high school be restricted. Might it not be well to limit all pupils in the first year to a general course containing the elements necessary to later and more difficult courses? Such a course might contain ancient history, Latin, English, and a general discussion of the advancement of the physical sciences to illustrate the methods and achievement.

At the end of the first year the students might differentiate under the advice of the faculty advisers. Courses of study after the first year might look toward the normal school, toward a classical or scientific or technical college course, or preparation for direct citizenship. Such courses should consist of groups of studies chosen with a view to the definite aim of the later course to be pursued.

For students who would enter the normal school the course might contain as major subjects: Three-year course in history—medieval, modern European, English, and United States. In these courses special stress should be laid upon the development of institutional life rather than upon detached treatment of dry political and biographical data.

There should be also embodied in the group of studies leading to normal entrance a thorough course in English, with special attention to enrichment of vocabulary, to coherence, to accuracy and elegance of oral and written expression, and to sympathy and truth of literary insight and interpretation. In short, the resultant of the English course should be increased power rather than a superficial acquaintance with linguistic facts.

A course dealing with a survey of the fundamental principles of physics and chemistry for two years and overlapped by the regular two-year course in biology is imperative to give that familiarity with environmental conditions demanded of the modern teacher even in so simple an act as the conduct of a reading lesson.

Latin should be given for the first two years and should be followed by a third or fourth year course in a modern language. Mathematics should be insisted upon through plane geometry at least, and a high grade of excellence should be demanded in such minor subjects as mechanical drawing as well as free hand, vocal music as well as choral singing, and games as well as exercises in physical training.

Unless some such course is adopted and rigidly adhered to, the normal school will be obliged to appeal for a longer time in which to do its work, or for an entrance examination, both of which should be unnecessary with modern high-school facilities and practices.

#### TEACHERS.

The normal school should aim primarily to train pupils in strong moral character. The most effective means of helping these young teachers in training toward acquiring strong moral character is by placing over them those "Who have well-trained and logical minds, high ideals of right and equity, active and sensitive consciences,

steady wills, persistent purposes, keen sympathies, and an abundance of common sense." Such teachers are morally prepared to lead the young and inexperienced toward the goal of right living.

The normal school is no place for the indiscreet teacher, the passive teacher, the nagging teacher, the vindictive teacher, the slovenly teacher, the untruthful teacher, the giddy teacher.

"Elimination by substitution is the safest method of dealing with teachers who are morally unfit for their duties."

In closing, I desire to express my gratitude for assistance and cooperation on the part of teachers, assistant superintendent, and pleasing spirit that has existed generally among the student body.

To you, sir, especially, I am grateful for advice, encouragement, and hearty support which you have unfailingly given in the most trying difficulties. Nor is my own experience unique in this respect. Through your laudable desire to secure the greatest efficiency by permitting your corps to exercise individual initiative and by giving hearty support thereto you have stimulated us to do our best whether in teaching or in administration. You have shown yourself a man of large heart, broad views, and of habitual singleness of purpose.

You have worked as if you realized that "Education is a constant force that operates wherever ideas for good or for evil are alive."

Thus you have won the confidence and gratitude and good wishes for your continued success in your chosen field of every teacher in the service.

Very respectfully,

LUCY E. MOTEN, *Principal.*

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#### REPORT OF PRINCIPAL OF M STREET HIGH SCHOOL.

SIR: I beg to submit the following report of work at the M Street High School for the year 1910-11.

The one fact forced upon us at all times during the year just ended is the need for a new building. The securing of the site for this building may, therefore, be regarded as the most encouraging event of the year. How we shall be able to organize properly the classes for 1911-12 is not clear. Our enrollment is greater than in any year in the history of the school, not excepting even the years before the Armstrong Manual Training School was organized and when the business courses were a part of this school. At that time, too, it must be kept in mind that there were four rooms in the Douglass School devoted to our use. Our total enrollment this year was 802, and we had an average daily attendance of 665. In addition to the heavy daily programs of classes, many teachers have had to carry the additional burden of teaching in rooms not at all suited to their particular work. The study hall and the library have been used as classrooms several hours each day, and, as last year, we have had to take one of the drawing rooms for recitations during the entire time, thus seriously hampering the drawing department.

The classification sheets for the school year 1911-12, which have just been examined, call for a September organization for over 800 pupils, and the classes, as made up on the provisional program, number 144. This number represents about the maximum which can be handled in our present building, and to make room for so large a number we shall have to lose the use of the study hall for purposes of study, and be forced to use the assembly hall as a study hall. This means that for 14 out of the 30 periods which make up a school week the pupils in study will have to be annoyed by the presence in the room with them of the classes in music. It is hardly necessary to say that it is almost impossible for the average pupil to study under such conditions. Further, to crowd the recitations into the 144 daily periods mentioned above necessitates the division of the pupils taking each subject into groups larger than is con-

sistent with the best teaching. Smaller divisions can not be made owing to the lack of rooms.

All this is preliminary to saying that the site which we have so happily secured is going to do us no good without the building, that we are in desperate need of the building now, and that by February of 1912 we shall have to have temporary quarters of some kind in order to carry on the work properly. In all judgments passed upon the work here account must be taken of the physical difficulties encountered, and of the makeshifts to which we are compelled to resort daily. This congested condition of the building and the system of half-yearly promotions make it necessary to work out the program of school studies with much care, for otherwise the greatest confusion would prevail in the opening weeks of the year. Last September our classes convened the first day and lessons were assigned, and on the second day the figures handed in by the teachers showed a full attendance in each subject. In February but one day was lost to recitations—the closing day of the first term—and classes were begun on the first day of the new term with a full attendance. As much of the work on the program can be done most advantageously by one person working alone, it takes up a great deal of the time of the principal, and, if done well, shortens his summer vacation to the vanishing point.

Even if we do get our new building in the shortest time possible, and get temporary relief by the beginning of the second term of 1911-12, there are two rooms in our building which need remodeling. These rooms are the chemistry laboratory and the lunch-room. Both are unsightly in the extreme and need a thorough refitting.

#### ATHLETICS.

When due allowance is made for the relatively small number of boys in this school, it must be admitted that the athletic interests of the institution have been well sustained. Football, baseball, basketball, and track sports have received each in turn its share of attention. In three of these sports our teams have been of championship caliber. The indoor meet, fostered by Mr. E. B. Henderson, our teacher of physical training, was a long step in advance; and it may be predicted with confidence that the work now being done with the boys of the graded schools will result in bringing to the high schools an ever-increasing number of boys experienced in the sports of the field, track, and gymnasium. With these boys as a nucleus it will be easier to develop the proper athletic interest in their fellows. The need of a field for the use of the boys of Armstrong, M Street, and the graded schools of divisions 10 to 13 is more pressing every day. The cost of such a plant will be but a trifle considered in relation to the enormous good this increase in interest in healthful sports will bring to the community.

Notwithstanding the cases of discipline which came, unfortunately, into undue prominence, the discipline of the school as a whole has been very good, and there is a steady improvement. The number of students who can be depended upon to show school spirit and school pride of a proper kind is daily increasing. The only sure basis for the best order is to be found in an esprit de corps which is necessarily a matter of slow and steady growth. I can not leave this subject without a word of commendation of the fine spirit of good sportsmanship manifested in all the contests between our teams and those of our friendly rival, the Armstrong Manual Training School. It is for the fostering of just such a spirit and just such an attitude of manly rivalry that school sports exist, and it is my earnest desire that this state of things may always continue.

#### MILITARY DRILL.

The school companies were both exceptionally good this year. One showed quality from its organization in the fall, and the other improved rapidly during the spring months under the hard and unremitting labor of its officers. Company A, in competition with the five other companies of the separate battalion, was successful for the second consecutive time. The drill committee deserves great praise for its efficient

management of this important school function under the trying conditions surrounding it this year. Our school life would be much the gainer if every boy could be compelled to enter the cadet corps.

#### RHETORICALS.

The rhetorical exercises of the year have been interesting and varied. The Christmas program and the Lincoln-Douglass day program, under the direction of Mr. Parker N. Bailey, were especially good, and the exercises of the second-year classes brought to light a great deal of hitherto unsuspected talent. Appropriate exercises were held on Flag Day, when we were favored with a talk by Mr. Chauncey O. Howard, a son of the late Maj. Gen. Howard. Other speakers who entertained and instructed us were Mr. William Knowles Cooper, of the Young Mens Christian Association, Mr. Willis Rede, of the moral education board, and Mr. Henry O. Tanner, the famous artist. A feature of all the public exercises was the music, and I feel constrained at this point to express my appreciation of the work done by Mr. Amos and Miss Europe, both in and out of school hours.

#### LATIN PLAY.

Under the direction of Mr. A. H. Glenn, the head of the department of languages, the Virgil class, assisted by students in the other Latin classes, gave Prof. Frank Justus Miller's "Dido—The Phœnician Queen," an English dramatization from the *Æneid*. When one considers the difficulties under which the management labored, too much praise can not be bestowed for the admirable manner in which every part of the work was done. To the drawing department special thanks is due for the valuable service rendered in equipping our very inadequate stage for such a performance.

#### DEBATE.

One very encouraging feature of this year's work has been the interest shown in debating. Two interschool debates were held, one with the Armstrong Manual Training School and one with the Howard University Academy. In both cases our debaters were overmatched in the matter of age, notably so in the second instance. The debate with Armstrong resulted in a victory for us, the one with Howard in a defeat. In both contests the school spirit and enthusiasm manifested by both sides was satisfactory both in quantity and quality. There is every reason to believe that next year will witness an increase in interest in this form of school activity.

#### LIBRARY.

In regard to the library we can only repeat our statements of last year. There is urgent need of reference books, periodicals, and of a larger selection of works for general reading. If this department is to be the center of school life, as many educational authorities insist it should be, much more should be spent upon it in the near future than has been spent in the past. A great deal of useful training could be given the students, but, as was said in our last year's report, the lack of illustrative material renders it impracticable. With a suitable room and an adequate equipment we confidently predict that the use of the library would increase fivefold.

#### GRADUATES.

Out of 80 graduates of the class of 1910, 21 have gone to a college or professional school and 43 to the normal school. This leaves but 16, or 20 per cent, who have ended their school life with their graduation from this institution. Of the 87 who received their diplomas in June of this year 32—14 girls and 18 boys—have signified their intention of continuing their education in a college or professional school, and 49 are planning to attend the normal school. This leaves but 6 without plans for further education. The colleges chosen by these pupils are Howard University, Fisk University, Drexel Institute, Oberlin College, Dartmouth College, Brown University,

University of Pennsylvania, Syracuse University, and Amherst College. Twelve scholarships were awarded to our graduates at the commencement of 1911, and on the same occasion prizes offered by the Humane Society for the best essays on "Kindness to Animals" were given to three students of this school.

TEXTBOOKS.

After a year's test, I am not impressed with the value of Lyell's *Travels in North America* as a first-year text. The book lacks the interest necessary to hold the attention of the boy or girl of 13 or 14.

With the expression of my grateful appreciation of the many courtesies received, I remain,

Very respectfully,

E. C. WILLIAMS,

Principal.

TABLE I.—*Total enrollment, by year and sex, 1910-11.*

Year.	Boys.	Girls.	Total.
First.....	100	204	304
Second.....	65	148	213
Third.....	41	117	158
Fourth.....	29	90	119
Total.....	235	579	794
Withdrawals.....	46	88	134
On roll last day of the year.....			
Graduates.....	189	471	660
	24	67	91

TABLE II.—*Showing average enrollment, average attendance, and per cent of attendance, 1910-11.*

Month.	Average enrollment.	Average attendance.	Per cent of attendance.
September.....	727.3	708.3	97.3
October.....	723.9	692.5	95.6
November.....	708.7	672.4	94.5
December.....	700.1	658.0	93.9
January.....	683.1	653.0	95.5
February.....	711.9	675.0	94.8
March.....	706.3	669.7	94.8
April.....	700.3	660.1	94.2
May.....	679.1	642.5	94.6
June.....	663.0	635.4	95.8
	700.0	665.0	95.1

TABLE III.—*Showing number of teachers, average enrollment, and number of graduates.*

Year.	Teachers.	Average enrollment.	Total enrollment.	Graduates.		
				Boys.	Girls.	Total.
1900-1.....	31	624	749	18	63	81
1901-2.....	24	530	664	21	61	82
1902-3.....	24	530	571	20	82	102
1903-4.....	25	491	537	24	64	88
1904-5.....	25	487	516	18	65	83
1905-6.....	29	481	536	13	50	63
1906-7.....	32	534	587	22	50	72
1908-9.....	33	621	718	25	68	93
1909-10.....	34	644	742	26	54	80
1910-11.....	34	700	794	24	67	91

**REPORT OF HEAD OF DEPARTMENT OF ENGLISH AND HISTORY  
OF M STREET AND ARMSTRONG HIGH SCHOOLS.**

SIR: The course of study in English comprises literature, composition, rhetoric, grammar, and spelling.

On entering the high school the average pupil's knowledge of grammar is so scant and inexact that it has been found necessary to begin at once to try to make him more familiar with the grammatical forms and principles of his own language. In order to do this a part of the time allotted to the study of English is devoted to the analysis of simple, compound, and complex sentences, the conjugation of verbs, the declension of pronouns, and the rules of agreement. The attempt is made in this drill to have the pupils feel the difference between forms and appreciate their exact meaning. The study of grammar is continued through the first and second years and also during the later years of the course in connection with the work in literature and composition. The effort is constantly made to have the student put his knowledge to practical use in his daily oral and written expression.

In the Business and the M Street High Schools special attention was given to spelling, one period a week being allowed for this subject.

The aim in composition and rhetoric was to train pupils in correct habits of thinking, writing, and speaking. Gardiner, Kittridge, and Arnold's Manual of Composition and Rhetoric was used as a reference book in the first and second years. Most of the teachers feel that this book fails to supply the needs of the average first year high-school pupil. The text used for reference and study in the fourth year was Woolley's Handbook of Composition, a convenient little volume containing much information that is valuable to young writers. In all English classes weekly themes were required and in addition to these some written work was assigned daily to first-year pupils. Occasional longer themes were prepared in the upper years. The student was encouraged to draw his material for composition from common life, to derive his thoughts from ordinary experiences, the purpose being to show the young writer that he can find his subject matter in the world around him if he will learn to observe. A part of the time in all classes was used in writing letters about real and interesting situations. In connection with the correcting of themes many compositions were read aloud in class, when excellencies as well as errors were pointed out, and the effort was made to have pupils feel that writing was worth while and that there was much of interest to be told.

The aim of the work in literature was to give practice in reading, to assist pupils in enjoying and appreciating good books, to touch the springs of conduct, and create high ideals. More time than in previous years was spent in reading aloud. Defects in pronunciation, enunciation, voice, and poise are so marked in the majority of high-school students that greater emphasis should be laid on this part of the work. In the lower years the reading was done largely for pleasure; in the third and fourth years attention was given to the analysis and construction of the classics prescribed, in order that the pupil might realize the plan and understand better the broad sweep of the author's thought. A feature of the work throughout the course was the memorizing of many choice passages and beautiful selections for reciting before the class and for storing away for future use. Pupils were required to do some home reading, at least two books during the term, and to make either an oral or written report on this reading.

The work in history was similar to that of previous years. In the M Street High School the year closes with three classes in American history, two in modern Europe, two in medieval Europe, two in Roman history, one in Grecian history, and one in civics and economics. In the Armstrong Manual Training School there were one in American, two in English, two in Roman, two in Grecian, and one in Western Europe history. The history teachers have required of their pupils collateral reading, map work, and compositions on important topics. Classes have also been given

frequent written tests. In order to give vividness and definiteness of impression to the pupil's ideas most of the teachers have furnished, at their own expense, pictures illustrative of events, places, and persons. Emphasis has been laid on the civilization, the arts and sciences, the social and civil life, of the peoples studied.

In both the English and the history work we wish that better results and fewer failures might be shown. While we feel that some of the failures are due to our own shortcomings, we can not help thinking that many of the difficulties may be traced to causes over which the individual teacher has no control.

I take the privilege of again suggesting that the work in English might be improved—

1. By limiting the number of pupils in each English class to not more than 25.
2. By assigning to an English teacher not more than 18 or, at the most, 20 hours a week.
3. By not allowing pupils, except in unusual cases, to take more than one course in English during a semester.
4. By restricting pupils in the first three years of their high-school life to the pursuit of only four major subjects.
5. By retaining in the first-year work the strongest and most experienced teachers.
6. By requiring that teachers of all subjects insist that pupils use clear and accurate English in all oral and written exercises.

The work in English and history can also be advanced by additions to the library of some new reference books, such as recent editions of dictionaries, encyclopedias, and atlases. More maps and pictures would aid greatly.

I am pleased to say that the teachers have worked willingly and earnestly.

You will find appended a record of the second semester tests in English and history.

Please accept my thanks for your courtesy and assistance during the year.

Very respectfully,

HARRIET E. RIGGS,  
*Head of Department of English and History.*

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#### REPORT OF HEAD OF SCIENCE DEPARTMENT OF M STREET AND ARMSTRONG MANUAL TRAINING HIGH SCHOOLS.

SIR: The science department for session of 1910-11 included the following subjects: Biology (botany and zoology), chemistry (general chemistry, industrial chemistry, qualitative analysis, quantitative analysis), physics, and physical geography.

The course in botany was that mapped out by Bergen and Davis in their standard text and approved by the board of education; in zoology, that planned by Jordan, Kellogg and Heath in their book on Animal Studies, also adopted by the board.

The course followed in general chemistry was that written by Prof. Ira Remsen in his standard text and recommended by the board for use in our schools; in industrial chemistry, Thorpe. In conjunction with these texts Dennis and Whittlesey, P. N. Evans, and Noyes were used.

Mann and Twiss furnished the text for elementary physics; Hall and Bergen for second year work; and Thompson and correspondence leaflets for the more advanced grade.

The textbook in physical geography was Dryer's as provided in the high school course.

The amount of work covered by the pupils in each of these subjects was practically the same as in previous years, except for physics in M Street High School, where, due to our enlarged equipment, the work of previous years was exceeded, and, we believe, substantially improved upon. We hope and confidently expect to excel even this another year.

The Congress has for the last two years provided for an enlarged electrical equipment in the physical laboratories of our Washington high schools. This wise provision has enabled us to undertake in a practical way much work that could be considered only

theoretically heretofore. A continuation of this generous appropriation for several more years will enable us to build up a laboratory equipment for physics equal to the best in any high school.

The electrical equipment of M street physics' laboratory has greatly increased the efficiency of physical science in the school, enabling it to be not only of greater educational value and interest to the pupil body there, but also of greater usefulness to other subjects in the school and to certain important phases of general administration policy.

Many stereopticon lectures, dramas, and other educational features of the school life, dependent upon the use of the electric current, were made possible and more interesting through this enlargement.

In addition to this an extension of the practical nature of the science of physics was emphasized and the pupils given a chance not only to engage in the construction of material processes illustrative of, and vividly demonstrating, the principles studied, but also to show by actual operation their thorough knowledge of the work in hand.

It is difficult to overestimate the value of such training in connection with theory, and especially for those with a predilection in that important direction. The pupils (especially the boys) seized with great mental avidity the opportunity presented by this extension, and at no time during the year did their interest and enthusiasm lag or show fatigue. We confidently expect, and there is every reason to believe we shall have, an increment of this interest in the years to come.

Our boys and girls deserve and demand as a prerequisite for their work in science and preparation for life the very best in every way that wisdom can devise, experience make necessary, and money buy.

In our work of construction both for courses and apparatus our aim has ever been to meet this demand in a practical way and to provide for them the best course and equipment it is possible to secure.

In addition to the regulation number of individual experiments performed by the pupils, many demonstration experiments, illustrative of the different physics' principles included in the course, were performed by the teachers, and a number of visits made to the different industrial plants in and about our city. This has all been in keeping with our general policy to utilize all the available resources of our environment and to give our pupils the best at our command.

In our educational system the pupil, the child, is primary; all else is secondary. Every resource must be turned toward, and every effort directed upon, his mental, moral, and social uplift. If we fail in this regard, our school fabric crumbles, and we become powerless to justify its existence upon valid grounds.

Science has long since justified its claim to a permanent place in the educational life of our glorious Republic and carved for itself an imperishable niche in the educational world. Any failure of its function at any time and under any circumstances is a failure of method and not of the educational value of science training in a high school or any other course.

The regular departmental tests were given at the end of each semester to test the pupils on the work completed. On the whole, the results of the tests show that the teachers have for the most part done their work faithfully and well.

The teachers of science have, on the whole, given me their hearty cooperation in my endeavor to make the work of the science department the success it has been. But for their manifest spirit of helpfulness and hopefulness, the achievements of the year would have been less signal than they are.

This friendly attitude and professional cooperation on their part, together with that of all school officials, are earnestly solicited for the future, in which we hope to push the success of science instruction to higher levels and loftier altitudes in our educational system for the advancement of youth.

Very respectfully,

N. E. WEATHERLESS,  
*Head of Department.*

## REPORT OF HEAD OF DEPARTMENT OF MATHEMATICS OF M STREET AND ARMSTRONG HIGH SCHOOLS.

SIR: I beg to submit the following report for the department of mathematics for the year ending June 30, 1911:

During the year it has been my endeavor to visit each class of each teacher in the department not less than once each semester. These inspections have uniformly found the work progressing satisfactorily. Individual conferences were held with the several teachers respecting their work, and several conferences were held with the high-school principals on matters affecting the welfare of the department. I am pleased to report that on all occasions I have received the cooperation and best efforts of both principals and teachers.

Uniform tests for all classes were held near the end of each semester. These tests covered the work as outlined for the semester and seem to bear out the apparent effectiveness of the several teachers as noticed in my classroom inspections. Special groups of papers were minutely examined for various mistakes, these mistakes tabulated, and the effort made to overcome them in the next year's instruction.

I inclose herewith, and as a part of this report, a special report to Mr. W. T. B. Williams, of Hampton Institute, on the work at the Armstrong Manual Training School. With such changes as a difference in aim and equipment would make necessary this report indicates very well the work attempted at the M Street High School.

The work in the Business High School is making notable advances. During the year an adding machine and a banking screen were added to our equipment. I wish to renew the suggestion that a special room, properly equipped with accounting tables, etc., be given over to the work in bookkeeping and accounting. The courses in this school are gradually being adapted to the business activities in which our people are actually engaged, such as drug stores, coal, wood, and ice, retail grocery, news and cigar stands, etc., rather than to those requiring enormous capital, a wealth of experience, and special facilities.

After an extended examination by a committee of teachers, I beg to recommend the trial of Short and Elson's Secondary School Mathematics with the first-year pupils entering the Armstrong Manual Training School in September, 1911.

In conclusion I wish to thank you for your uniform interest in all that relates to the welfare of the department.

Very respectfully,

ROBERT N. MATTINGLY.

MARCH 15, 1911.

Mr. W. T. B. WILLIAMS,

*Hampton Institute, Hampton, Va.*

MY DEAR MR. WILLIAMS: Your letter of recent date, requesting certain information for the American Commissioners of the International Commission on the Teaching of Mathematics, has been referred to me for reply. I beg to submit the following information:

COURSES OF INSTRUCTION.

The several courses of instruction in mathematics for the four-year courses of the Armstrong Manual Training School are as follows:

*First year.*—Algebra to quadratics; text, Wentworth's New School Algebra.

*Second year.*—Plane geometry (complete); text, Schultze and Sevenoak's Plane Geometry.

*Third year.*—First half, advanced algebra to permutations; text, Wentworth's College Algebra, first edition.

*Third year.*—Second half, plane trigonometry and surveying; text, Wentworth's Plane Trigonometry and Surveying, second revised edition.

*Fourth year.*—First half, solid geometry (complete); text, Schultze and Seavenoak's Solid Geometry.

*Fourth year.*—Second half, one of the following courses:

(a) Plane analytical geometry; text, Wentworth's Plane Analytical Geometry.

(b) Mechanics; text, Loney's Mechanics and Hydrostatics.

(c) Reviews.—A comprehensive review of the instruction of the four years in preparation of students for college entrance examinations; text, "College Entrance Requirements in Mathematics, 1901-1905" (Ginn).

(d) Mathematics of chemistry.—Percentage composition, expansion of gases, volumes and weights of gases as affected by pressure, specific gravity or vapor density of gases, quantitative problems, atomic weight determinations, reactions, thermochemistry, etc.; text, "Chemical Problems," Grabfield and Burns (Heath).

(e) Shop problems.—Intensive study of the mathematical operations useful in woodworking, pattern making, foundry work, forging and machine shop. Much of this work is a review of problems that have been distributed throughout previous courses in mathematics parallel to the actual shopwork. Problems selected require knowledge of mathematics through advanced algebra and trigonometry; text, "Shop Problems in Mathematics" Breckenridge-Mersereau-Moore (Ginn).

The entrance requirements for the first year of the Armstrong Manual Training School include arithmetic and elementary algebra through factoring.

The mathematics of the first two years—algebra through quadratics and plane geometry—are required of all students; in the third and fourth years the courses are elective.

Boys and girls are taught separately in the first two years; in the third and fourth years only boys elect mathematics.

Frequently, during the first two years, problems and illustrations from domestic science (girls) and from the various shop courses (boys) are introduced in addition to the standard illustrations offered by physics and chemistry. The instruction for girls differs from that for boys mainly in this respect.

The full school year is 36 weeks, the half school year 18 weeks. The recitation period extends through 45 minutes. All courses in mathematics are given 5 periods per week.

## METHODS OF TEACHING.

*Algebra*.—An attempt is made to connect algebra with arithmetic wherever possible. Much attention is given to the evaluation of formulas found in physics, chemistry, shops, mechanical drawing, and other departments of the school.

The program of teachers of algebra of the first year-classes is arranged so as to permit their frequent visit to the algebra classes of the grade schools. During these visits our teachers offer many helpful suggestions and frequently teach a lesson to the grade school pupils by way of illustration. The secondary school is in this way kept vitally in touch with the work of the elementary schools, and promoted pupils find themselves in position to take up the new work in mathematics with the least amount of readjustment.

*Geometry*.—Pupils are taught and required to make accurate geometrical constructions of figures, embodying the conditions of the hypothesis, for each theorem. For this work they provide themselves with notebook, compasses, straight edge, and protractors.

Simple original exercises, based upon theorems sufficiently understood, are begun early in the course and continued throughout. From day to day particular attention is paid to the development of general principles for attacking "original" exercises and problems. Both board work and seat work are done in the recitation, and a gradual approach toward the general analysis of theorems and problems is made.

The lesson assignment always includes a preparation for advance work. The difficulties likely to be encountered by pupils, especially when such difficulties would detract from the efficiency of home study, are anticipated and useful suggestions and precautions conducive to successful and economic home study given. As the course progresses pupils are left more to their own initiative.

The work in solid geometry begins with preliminary instruction in the best conventional ways of representing in drawings intersecting and parallel planes, and with a review of the idea of perspective in the representation of solid figures. An easy and rapid free hand oblique projection is taught and insisted upon in the construction of all figures. Construction of cardboard models is encouraged at the beginning of the course. The numerical problems selected admit of a free use of the processes of advanced algebra and trigonometry. The idea of one-to-one correspondence is stressed in the latter books.

*Trigonometry*.—In this course it is aimed to complete the simplest and most concrete parts of the subject—the solution of triangles and the associated practical problems—before taking up the more general and abstract parts. A discussion of the functions of angles in general follows the work in right triangles. By means of well selected problems, the student is then made familiar with the formulas used in

the solution of the oblique triangle immediately before their derivation is taken up.

In the latter part of the course surveying is stressed, and the derivation of many of the formulas to which reference has just been made is reserved until some problem in surveying shows an actual need.

Familiarity with surveying instruments is acquired early in the course and this knowledge gradually increased.

*Practical applications.*—At all times, but particularly in the third and fourth years, a strong effort is made to correlate the work in mathematics with other subjects in the school.

Our splendidly equipped forge, woodworking and machine shops as well as our electrical engineering laboratory and mechanical drawing department are often visited for the purpose of demonstrations and practical tests.

The mathematics department is equipped with a surveyor's transit, y-level (both of the Dietzen make), alidade, rods, tape, chain, and other accessories. Students in trigonometry are given a six weeks, course of four periods per week in field surveying, covering care and adjustments of instruments, setting up, reading verniers, measurement of distances and areas, stadia measurements, leveling, profiles, and contours and transit surveying.

The department of mechanical drawing offers parallel courses in geometrical drawing (first year), descriptive geometry, and topographical drawing.

As this school maintains a battalion of cadets equipped with United States Army, model 1898, magazine rifles, frequent opportunity is offered for discussing mathematical problems of a distinctly military setting, etc., e. g., mathematical theory of gun sight, the trajectory, theory of range finders, etc.

As regards the relative mathematical abilities of white and colored students no direct comparison can be made because of our dual system. However, students of this school now studying in University of Michigan, University of Pittsburgh and Dartmouth College are maintaining averages in mathematics which should compare favorably with those of other members of their classes.

Trusting that the above covers the information sought,

Very truly, yours,

ROBERT N. MATTINGLY,

*Head of Department of Mathematics of M Street  
and Armstrong High Schools.*

Name, location, description, and

No. of building.	Name.	Location.	Style of building.	Size.	Description.
43	High schools: Central.....	O between 6th and 7th Sts. NW.	Brick...	197 by 55	Three stories and basement.
85	Eastern.....	7th and C Sts. SE.....	do.....	86 by 164	.....do.....
117	Western.....	35th and T Sts. NW.....	do.....	694 by 174 <sup>2</sup>	.....do.....
144	Business.....	Rhode Island Ave. be- tween 8th and 9th Sts. NW.	do .....	178 by 224	.....do.....
130	Manual Training School: McKinley, William.....	Rhode Island Ave. and 7th St. NW.	do.....	216 by 308	.....do.....
63	First division: Addison, Henry.....	P between 32d and 33d Sts. NW.	do.....	54 by 98	Two stories and basement.
25	Conduit Road.....	Conduit Road .....	Frame...	25 by 45	One story.....
68	Corcoran, Thomas.....	28th St. between M St. and Olive Ave. NW.....	Brick...	68 by 82	Two stories and basement.
26	Curtis, William W.....	O between 32d and 33d Sts. NW.	do.....	97 by 79	Three stories and basement.
92	Fillmore, Millard.....	35th between R and S Sts. NW.	do.....	70 by 84	Two stories and basement.
1	High Street <sup>3</sup> .....	Wisconsin Ave. NW.....	Frame...	58 by 30	Two stories.....
147	Hyde, Anthony T.....	O between 32 and 33d Sts. NW.	Brick...	80 by 80	Two stories and basement.
69	Jackson, Andrew.....	R between 30th and 31st Sts. NW.	do.....	70 by 84	.....do.....
110	Reservoir.....	Conduit Road.....	Frame...	40 by 62	Two stories.....
102	Tenley.....	Tenley, D. C.....	Brick...	75 by 115	Two stories and basement.
14	Threlkeld, John.....	36th St. and Prospect Ave. NW.	do.....	75 by 29	Two stories.....
114	Toner, John Mer- edith.....	24th and F Sts. NW.....	do.....	67 by 85	Two stories and basement.
65	Second division: Adams, John Quincy.....	R St. between 17th St. and New Hampshire Ave. NW.	do.....	73 by 83	.....do.....
66	Berret, James G.....	14th and Q Sts. NW.....	do.....	50 by 100	Three stories and basement.
113	Chevy Chase.....	Connecticut Ave. ex- tended.	Frame a n d brick.	165 by 72	Two stories.....
154	Cooke, Henry D.....	17th St. and Columbia Road.	Brick...	132 by 118	Three stories and basement.
52	Dennison, William.....	S between 13th and 14th Sts. NW.	do.....	92 by 89	.....do.....
160	Eaton, John.....	34th and Lowell Sts. NW	do.....	81 by 81	Two stories and basement.
32	Force, Peter.....	Massachusetts Ave. be- tween 17th and 18th Sts. NW.	do.....	90 by 73	Three stories and basement.
41	Grant, Ulysses S.....	G between 21st and 22d Sts. NW.	do .....	92 by 88	.....do.....
125	Morgan, Thomas P.....	V between Champlain and 18th Sts. NW.	do.....	65 by 96	Two stories and basement.
54	Weightman, Roger C.....	23d and M Sts. NW.....	do.....	76 by 83	.....do.....
104	Brightwood.....	Brightwood, D. C.....	do.....	70 by 100	.....do.....
151	Brightwood Park.....	9th and Ingraham Sts...	Brick, frame, a n d stucco.	81 by 81	One story and basement.
84	Harrison, William Henry.....	13th between V and W Sts. NW.	Brick...	75 by 101	Two stories and basement.
119	Hubbard, Gardiner G.....	Kenyon between 11th and 13th Sts. NW.....	do.....	80 by 80	.....do.....
95	Johnson, Andrew.....	School and Lamont Sts., Mount Pleasant.	do.....	80 by 80	Three stories and basement.
21	Johnson Annex.....	School St., Mount Pleas- ant.	Frame...	80 by 80	Two stories.....
72	Monroe, James.....	Columbia Road between Georgia and Sherman Aves. NW.	Brick...	165 by 82	Two stories and basement.
131	Petworth.....	(Philadelphia St. near Georgia Ave. NW.)	do.....	48 by 85	.....do.....

<sup>1</sup> Part of Wallach site.<sup>2</sup> Includes increased cost of third extension to June 30, 1910.<sup>3</sup> Includes the purchase of second addition to original site.<sup>4</sup> Includes increased cost of third extension of the building to June, 1910.

cost of school buildings owned.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Steam.....	1883	.....	<i>Sq. feet.</i> 96,300	\$137,625.00	\$118,078.00	\$255,703.00
.....do.....	1891	.....	( <sup>1</sup> ) 135,278	( <sup>1</sup> ) 37,000.00	77,000.00 101,084.36	77,000.00 138,084.36
.....do.....	1898	.....		72,500.00	257,328.02	329,828.02
.....do.....	1905	.....				
.....do.....	1902	.....		* 147,505.45	* 340,993.88	488,499.33
Furnace.....	1885	8	12,450	7,470.70	29,313.00	36,783.70
Stoves.....	1874	1	10,890	1,089.00	1,200.00	2,289.00
Furnace.....	1889	8	14,400	7,700.00	25,952.00	33,652.00
Steam.....	1875	10	24,396	18,500.00	60,000.00	78,500.00
Furnace.....	1892	8	18,204	9,925.00	27,046.46	36,971.46
Stoves.....	1853	.....	7,296	4,330.00	3,000.00	7,330.00
Furnace.....	1907	8	18,295	13,476.50	46,522.08	59,998.58
.....do.....	1889	8	17,825	10,700.00	28,731.00	39,431.00
.....do.....	1897	4	89,760	2,000.00	5,992.18	7,992.18
Steam.....	1882	8	43,560	10,890.00	27,920.00	38,810.00
Stoves.....	1896	4	5,068	3,500.00	5,000.00	8,500.00
Furnace.....	1898	8	10,719	8,763.50	29,055.29	37,818.79
.....do.....	1888	8	11,460	17,240.00	26,652.00	43,892.00
.....do.....	1889	9	5,000	15,000.00	25,048.50	40,048.50
.....do.....	1898	8	40,000	17,137.50	17,394.98	34,532.48
.....do.....	1909	16	58,822	40,000.00	110,000.00	150,000.00
Steam.....	1884	12	24,648	23,200.00	45,181.00	68,381.00
Furnace.....	1911	8	55,215	16,600.00	62,563.30	79,163.30
Steam.....	1879	12	21,828	60,000.00	36,215.00	96,215.00
.....do.....	1882	12	21,033	16,826.00	40,428.00	57,254.00
Furnace.....	1901	8	27,848	* 26,918.05	36,446.00	63,364.05
.....do.....	1886	.....	13,712	13,712.00	29,324.00	43,036.00
Steam.....	1888	8	18,204	5,470.00	20,885.00	26,355.00
Furnace.....	1908	4	35,000	8,400.72	26,316.00	34,716.72
.....do.....	1890	8	11,540	19,200.	27,796.00	46,996.00
.....do.....	1900	8	15,626	9,375.6	38,046.44	47,422.04
.....do.....	1895	8	25,530	12,265.00	28,846.47	41,111.47
Stoves.....	1871	4	( <sup>1</sup> )	( <sup>1</sup> )	9,300.00	9,300.00
Furnace.....	1889	12	54,000	18,537.92	45,168.07	63,705.99
.....do.....	1902	8	26,350	* 9,094.44	* 31,841.84	59,936.27
.....do.....	1908	8				

<sup>5</sup> Raz'd to the ground 1910-11.<sup>6</sup> Includes cost of additional ground.<sup>7</sup> Part of Johnson School site.<sup>8</sup> Includes cost of extension of the building.

Name, location, description, and

No. of building.	Name.	Location.	Style of building.	Size.	Description.
57	Third division—Contd. Phelps, Seth L.....	Vermont Ave. between T and U Sts. NW.	Brick...	70 by 40 <i>Feet.</i>	Two stories and basement.
157	Powell, Charles F.....	School St. near Park Road NW.	do.....	.....	do.
146	Ross, John W.....	Harvard between 11th and 13th Sts. NW.	do.....	81 $\frac{1}{2}$ by 84 $\frac{1}{2}$	do.
118	Takoma.....	Takoma Park.....	{Frame. (Stucco.)	160 by 187	do.
101	Woodburn.....	Biggs Road near Blair Road.	Brick...	42 by 68	do.
13	Bates Road <sup>2</sup> .....	Bates Road near Soldiers' Home.	do.....	31 by 61	One story.
2	Tulnaw Road <sup>4</sup> .....	Tunlaw Road near Loughborough Road.	do.....	.....	do.
35	Grant Road <sup>5</sup> .....	Grant Road between Wisconsin and Connecticut Aves. extended.	Frame.....	.....	do.
27	Fourth division: Abbot, George J.....	New York Ave. and L. St. NW.	Brick...	102 by 42	Three stories and basement.
15	Franklin, Benjamin.....	13th and K Sts. NW.....	do.....	148 by 79	do.
33	Henry, Joseph.....	P between 6th and 7th Sts. NW.	do.....	89 by 73	do.
44	Morse, Samuel F. B. ....	P between New Jersey Ave. and 5th St. NW.	do.....	81 by 69	Two stories and basement.
86	Polk, James K.....	7th and P Sts. NW.....	do.....	70 by 84	do.
29	Thomson, Strong John. <sup>7</sup>	12th between K and L Sts. NW.	do.....	91 by 28	Three stories and basement.
156	Thompson (new).....	L and 12th St. NW.....	do.....	136 by 83	Two stories and basement.
45	Twining, W. J.....	3d between N and O Sts. NW.	do.....	81 by 69	do.
51	Webster, Daniel.....	10th and H Sts. NW.....	do.....	107 by 84	Three stories and basement.
70	Fifth division: Arthur, Chester A.....	Arthur Place between B and C Sts. NW.	do.....	67 by 84	Two stories and basement.
61	Blake, James H.....	North Capitol between K and L Sts. NW.	do.....	70 by 84	do.
103	Brookland.....	{10th and Monroe Sts., NE.	do.....	70 by 100	do.
116	Eckington.....	1st St. and Quincy Place NE.	do.....	72 by 94	do.
133	Emery, Matthew G.....	{Lincoln Ave. and Prospect St. NE.	do.....	.....	do.
143	Gage, Nathaniel P.....	2d St. above U St. NW.....	do.....	80 by 150	do.
36	Gales, Joseph.....	1st and G Sts. NW.....	do.....	90 by 66	Three stories.
108	Langdon.....	{Franklin and 20th Sts., NE.	do.....	80 by 80	Two stories and basement.
9	Queen's Chapel Road <sup>8</sup> .....	On Langdon site.....	{Frame. do.....	96 by 39 25 by 31	One story.
22	Seaton, William W. ....	I between 2d and 3d Sts. NW.	Brick...	94 by 69	Three stories and basement.
48	Sixth division: Benning.....	Benning, D. C.....	do.....	96 by 110	Two stories.
50	Blair, Francis P., sr. ....	I between 6th and 7th Sts. NE.	do.....	70 by 84	Two stories and basement.
145	Blow, Henry T.....	19th St. and Benning Road NE.	do.....	80 $\frac{1}{2}$ by 83 $\frac{1}{2}$	do.
37	Hamilton, Alexander.....	Bladensburg Road, D.C.	do.....	50 by 70	Two stories.
107	Hayes, Rutherford B. ....	5th and K Sts. NE.....	do.....	70 $\frac{1}{2}$ by 93 $\frac{1}{2}$	Two stories and basement.
128	Kenilworth.....	Kenilworth Ave., Kenilworth, D. C.	do.....	36 by 100	Two stories.
142	Ludlow, William.....	6th and G Sts. NE.....	do.....	81 by 81	Two stories and basement.
71	Madison, James.....	10th and G Sts. NE.....	do.....	70 by 84	do.
94	Pierce, Franklin.....	14th and G Sts. NE.....	do.....	70 by 84	do.
88	Taylor, Zachary.....	7th between F and G Sts. NE.	do.....	70 by 84	do.
121	Webb, William B.....	15th and Rosedale Sts. NE.	do.....	.....	do.
136	Wheatley, Samuel G.....	12th and N Sts. NE.....	do.....	82 by 82	do.

<sup>1</sup> Includes cost of additional ground.<sup>2</sup> Includes the purchase of second addition to original site.<sup>3</sup> Used as a storeroom.<sup>4</sup> Burned down in March, 1874.<sup>5</sup> Abandoned.

cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site. <i>Sq. feet.</i>	Value of site.	Cost of building.	Total cost.
Furnace.....	1887	8	23,088	1 \$31,466.00	\$24,521.00	\$55,987.00
.....do.....	1910	8	.....	37,390.35	62,127.28	99,517.63
.....do.....	1906	8	28,221	2 65,458.15	43,213.87	108,672.02
.....do.....	{ 1899 1903 }	8	29,920	2,992.00	19,611.78	22,603.78
.....do.....	1896	4	53,930	2,695.50	10,210.00	12,905.50
Stoves.....	{ 1866 1868 }	.....	43,560	400.00	1,600.00	2,000.00
.....do.....	1864	.....	43,560	150.00	(4)	150.00
.....do.....	{ 1864 1880 }	.....	43,560	4,356.00	1,200.00	5,556.00
Furnace and hot water.....	1876	9	6,448	16,120.00	20,000.00	36,120.00
Steam.....	1869	17	14,946	41,100.00	188,000.00	229,100.00
.....do.....	1880	12	(6)	(4)	45,000.00	45,000.00
Furnace.....	1883	8	18,318	11,500.00	23,670.00	35,170.00
.....do.....	1891	8	(6)	(6)	27,000.00	27,000.00
.....do.....	1877	.....	3,229	6,780.00	(7)	6,780.00
.....do.....	1911	12	24,206	91,023.74	108,976.26	200,000.00
.....do.....	1883	8	18,717	11,230.00	24,070.00	35,300.00
Steam.....	1884	12	8,418	21,000.00	41,053.00	62,053.00
Furnace.....	1889	8	19,590	15,672.00	27,652.00	43,324.00
.....do.....	1887	8	10,995	9,985.00	24,973.00	34,958.00
Steam.....	{ 1891 1896 }	12	15,000	2,475.00	21,552.00	24,027.00
Furnace.....	1898	8	13,500	10,800.00	28,383.74	39,183.74
Furnace and hot water.....	{ 1904 1908 }	16	29,493	19,513.00	70,371.12	89,884.12
Steam.....	{ 1902 1908 }	12	26,058	12,000.00	69,880.84	81,880.84
.....do.....	1881	12	12,764	22,300.00	40,116.00	62,416.00
.....do.....	{ 1897 1908 }	10	43,560	800.00	57,955.05	58,755.05
Steam.....	1865	.....	(8)	(8)	(8)	.....
.....do.....	1871	12	27,750	1 36,375.00	35,000.00	71,375.00
.....do.....	{ 1883 1911 }	8	.....	2,178.00	58,889.05	61,067.05
Furnace.....	1884	8	22,013	6,600.00	22,071.00	28,671.00
.....do.....	1906	8	54,750	11,750.00	45,475.20	57,225.20
Stoves.....	1881	4	32,670	800.00	4,000.00	4,800.00
Furnace.....	1897	8	13,671	9,999.45	28,979.61	38,979.06
.....do.....	1901	4	20,280	2,000.00	22,946.00	24,946.00
.....do.....	1904	8	21,887	13,769.37	42,539.83	56,309.20
.....do.....	1889	8	9,980	6,468.00	25,644.00	32,112.00
.....do.....	1894	8	10,000	10,000.00	26,152.00	36,152.00
.....do.....	1891	8	12,650	8,475.50	26,524.50	35,000.00
.....do.....	1900	8	18,360	8,924.95	33,856.39	42,781.34
.....do.....	1903	8	31,500	7,500.00	47,497.00	54,997.00

\* Part of Central High School site.

? Razed to the ground at the close of the school year 1910.

\* Building razed to the ground.

\* Part of Langdon site.

Name, location, description, and

No. of building.	Name.	Location.	Style of building.	Size.	Description.
46	Seventh division: Brent, Robert.....	3d and D Sts. SE.....	Brick.....	81 by 69	Two stories and basement.
58	Carbery, Thomas H.....	5th between D and E Sts. NE.....	do.....	70 by 84	.....do.....
120	Dent, Joshua.....	2d St. and South Carolina Ave. SE.....	do.....	56 by 95	.....do.....
135	Edmonds, James B.....	9th and D Sts. NE.....	do.....	81 by 81	.....do.....
141	French, B.B., Manual Training School.....	7th and G Sts. SE.....	do.....	49 by 68	Two stories.....
115	Hilton, Charles E.....	6th between B and C Sts. NE.....	do.....	57 $\frac{1}{2}$ by 93 $\frac{1}{2}$	Two stories and basement.
55	Maury, John W.....	B between 12th and 13th Sts. NE.....	do.....	70 by 84	.....do.....
31	Peabody, George.....	C and 5th Sts. NE.....	do.....	90 by 90	Three stories and basement.
59	Towers, John T.....	8th and C Sts. SE.....	do.....	56 by 104	Two stories and basement.
4	Wallach, Richard.....	D between 7th and 8th Sts. SE.....	do.....	99 by 76	Three stories and basement.
42	Eighth division: Amidon, Margaret.....	F and 6th Sts. SW.....	do.....	81 by 69	Two stories and basement.
123	Bowen, Sayles J.....	3d and K Sts. SW.....	do.....	.....do.....	.....do.....
60	Bradley, William A.....	Linworth Place SW.....	do.....	70 by 84	.....do.....
105	Greenleaf, James.....	4 $\frac{1}{2}$ between M and N Sts. SW.....	do.....	80 by 80	.....do.....
23	Jefferson, Thomas.....	D and 6th Sts. SW.....	do.....	172 by 88	Three stories and basement.
17	Potomac <sup>2</sup> .....	12th between Maryland Ave. and E St. SW.....	do.....	72 by 32	Two stories.....
159	Potomac (new).....	10th and E Sts. SW.....	do.....	82 by 82	Two stories and basement.
64	Smallwood, Samuel N.....	I between 3d and 4 $\frac{1}{2}$ Sts. SW.....	do.....	70 by 83	.....do.....
150	Van Ness, John P.....	4th and M Sts. SE.....	do.....	69 $\frac{1}{2}$ by 86 $\frac{1}{2}$	.....do.....
155	Ninth division: Bryan, Thomas B.....	B St. between 13th and 14th Sts. SE.....	do.....	131 by 88	Three stories and basement.
96	Buchanan, James.....	E between 13th and 14th Sts. SE.....	do.....	81 by 81	Two stories and basement.
111	Congress Heights.....	Congress Heights, D. C.....	do.....	70 by 83	.....do.....
137	Cranch, William.....	12th and G Sts. SE.....	Brick.....	79 by 36	.....do.....
73	Good Hope <sup>4</sup> .....	Good Hope, D. C.....	Frame.....	.....	One story.....
149	Ketcham, J. H.....	15th and U Sts. SE.....	Brick.....	106 $\frac{1}{2}$ by 64 $\frac{1}{2}$	Three stories and basement.
67	Lenox, Walter.....	5th St. between G St. and Virginia Ave. SE.....	do.....	70 by 83	Two stories and basement.
122	Orr, Benjamin G.....	Prout St., Twining City	do.....	36 by 100	.....do.....
138	Stanton, Edward L.....	Hamilton Road, Good Hope.....	Brick.....	80 by 80	One story and basement.
83	Tyler, John.....	11th between G and I Sts. SE.....	do.....	70 by 84	Two stories and basement.
87	Van Buren, Martin.....	Jefferson St., Anacostia, D. C.....	do.....	80 by 80	.....do.....
88	Van Buren Annex.....	Washington St., Anacostia, D. C.....	do.....	50 by 80	Three stories.....
82	Colored: High School— M Street.....	M St. between 1st St. and New Jersey Ave. NW.....	do.....	80 by 147	Three stories and basement.
129	Manual Training School: Armstrong, Samuel H.....	P between 1st and 3d Sts. NW.....	do.....	216 by 120	Two stories and basement.
75	Tenth division: Briggs, Martha B.....	22d and E Sts. NW.....	do.....	67 by 83	.....do.....
6	Chain Bridge Road.....	Chain Bridge Road, near Conduit Road.....	Frame.....	25 by 50	One story.....
10	Chamberlain <sup>7</sup> .....	East St., Georgetown.....	do.....	.....	Two stories.....
62	Magruder, William B.....	M between 16th and 17th Sts. NW.....	Brick.....	56 by 104	Two stories and basement.
140	Montgomery, Henry P.....	27th between I and K Sts. NW.....	do.....	80 by 60	.....do.....
81	Phillips, Wendell.....	N between 27th and 28th Sts. NW.....	do.....	70 by 84	.....do.....

<sup>1</sup> Includes cost of old building, \$1,200.<sup>2</sup> Part of Wallach site.<sup>3</sup> Used for storage purposes.<sup>4</sup> Includes purchase of additional ground.

cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace.....	1883	8	<i>Sq. feet.</i> 8,500	\$8,500.00	\$22,065.00	\$30,565.00
.....do.....	1887	8	11,751	8,800.00	29,980.00	38,780.00
.....do.....	1900	8	12,920	12,195.00	34,536.05	46,731.05
.....do.....	1903	8	21,240	13,812.00	55,000.00	68,812.00
.....do.....	{ 1840 1904 }	4	3,163	2,370.00	1 22,038.00	24,408.00
.....do.....	1898	8	7,500	11,000.00	28,368.25	39,368.25
.....do.....	1886	8	18,792	6,000.00	25,798.00	31,798.00
Steam.....	1879	12	14,620	21,900.00	38,150.00	60,050.00
Furnace.....	1887	8	(*)	(*)	24,999.00	24,999.00
Steam.....	1864	14	107,434	106,436.00	40,000.00	146,436.00
Furnace.....	1882	8	8,953	7,835.00	18,232.00	26,067.00
Steam.....	1901	8	28,050	13,500.00	35,836.35	49,336.35
Furnace.....	1887	8	13,189	6,594.00	24,992.00	31,586.00
.....do.....	1896	8	15,000	10,500.00	24,527.00	35,027.00
Steam.....	1872	20	69,788	38,400.00	72,000.00	110,400.00
Stoves.....	1870	4	5,837	2,918.00	4,500.00	7,418.00
Furnace.....	1911	8	16,250	16,486.00	63,322.77	79,808.77
.....do.....	1888	8	14,190	8,519.00	26,652.00	35,171.00
.....do.....	1909	8	21,025	10,778.77	47,650.00	58,428.77
.....do.....	1909	12	39,020	14,110.00	89,887.39	103,997.39
.....do.....	1895	8	20,584	10,000.00	27,562.43	37,562.43
.....do.....	1898	8	107,593	4 20,389.31	23,000.00	43,389.31
Steam.....	{ 1872 1903 }	8	7,776	5 6,940.00	41,543.00	48,483.00
Stoves.....	1889	2	21,780	750.00	4,462.00	5,212.00
Furnace.....	1909	8	49,920	10,000.00	49,502.61	59,502.61
.....do.....	1889	8	10,928	5,500.00	25,135.00	30,635.00
.....do.....	1900	4	18,750	2,411.24	22,294.68	24,705.92
.....do.....	1903	4	133,005	2,287.00	24,050.00	26,337.00
.....do.....	1890	8	11,588	8,691.00	25,972.00	34,663.00
.....do.....	1891	8	15,600	25,000.00	26,864.00	51,864.00
Stoves.....	1881	6	15,600	2,500.00	6,837.00	9,337.00
Steam.....	1890	.....	24,591	24,592.00	82,317.00	106,909.00
.....do.....	1902	.....	36,952	4 19,036.45	118,206.21	137,242.66
Furnace.....	1889	8	9,202	8,500.00	24,619.00	33,119.00
Stoves.....	1865	1	21,780	1,100.00	500.00	1,600.00
.....do.....	1866	.....	5,800	2,000.00	(?)	2,000.00
Furnace.....	1887	8	25,406	8 29,113.00	25,973.00	55,086.00
.....do.....	1903	8	18,192	7,500.00	46,881.00	54,381.00
.....do.....	1890	8	38,502	4 26,520.95	26,066.00	52,586.95

\* Increased by \$1,800 spent in 1903.

† Used as a cooking school.

‡ Building razed to the ground.

§ Includes the cost of two lots adjoining Magruder School, lots 22 and 23, square 182.

Name, location, description, and

No. of building.	Name.	Location.	Style of building.	Size.	Description.
139	Tenth division—Contd. Reno, Jesse Lee.....	Howard Ave., near Fort Reno. 21st between K and L Sts. NW.	Brick... } do.....	Feet. 80 by 80 80 by 180	One story and basement. Three stories and basement
97	Stevens, Thaddeus.....	17th and M Sts. NW.....	do.....	94 by 60	do.....
19	Sumner, Charles.....				
89	Wilson, Henry.....	17th, between Euclid St. and Kalorama Road.	do.....	70 by 84	Two stories and basement.
49	Wormley, James, sr.....	Prospect Ave., between 33d and 34th Sts. NW.	do.....	70 by 84	do.....
Eleventh division:					
7	Brightwood <sup>1</sup> .....	Brightwood, near Rock Creek Ford Road.	Frame..	21 by 34	One story.....
172	Bruce, Blanche K.....	Marshall St., between Georgia and Sherman Aves. NW.	Brick... do.....	71½ by 86 25 by 50	Two stories and basement.
47	Bunker Hill Road <sup>2</sup> .....	Bunker Hill Road.....	do.....	83 by 49	One story.....
161	Bunker Hill Road (new). .....	do.....	do.....		One story and basement.
30	Cook, John F., sr.....	O, between 4th and 5th Sts. NW.	do.....	96 by 58	Three stories.....
11	Fort Slocum.....	Blair Road.....	Frame..	25 by 45	One story.....
34	Garnet, Henry H.....	10th and U Sts. NW.....	Brick... do.....	90 by 73 70 by 105	Three stories and basement. do.....
76	Garrison, William Lloyd.....	12th, between R and S Sts. NW.	do.....	70 by 84	Two stories and basement.
132	Langston, John M.....	P, between North Capitol and 1st Sts. NW.	do.....		do.....
8	Military Road.....	Military Road, near Brightwood.	Frame..	25 by 45	One story.....
40	Mott (old building).....	Trumbull and 6th Sts. NW.	Frame and brick.. do.....	40 by 80 88 by 188	Two stories. do.....
153	Mott, Lucretia.....	4th and Trumbull Sts. NW.	Brick... do.....		Two stories and basement.
93	Patterson, James W.....	Vermont Ave., near U St. NW.	do.....	70 by 84	do.....
80	Slater, John F.....	P, between North Capitol and 1st Sts. NW.	do.....	70 by 84	do.....
5	Military Road <sup>3</sup> .....	Military Road, near Broad Branch Road.	Frame..	26 by 34	One story.....
12	Brentwood Road <sup>4</sup> .....	Brentwood Road, near Queen's Chapel Road.	do.....		do.....
Twelfth division:					
39	Banneker.....	3d, between K and L Sts. NW.	Brick.. do.....	81 by 60	Two stories and basement.
91	Burrville.....	Burrville, D. C.....	Frame.. do.....		Two stories.....
152	Deanwood.....	Whittingham Place and Lane Place.	Brick, frame, and stucco.. do.....	80 by 80 81 by 81	One story and basement. Two stories.....
99	Douglass, Frederick.....	1st and Pierce Sts. NW.....	Brick.. do.....		Two stories and basement.
100	Ivy City.....	Ivy City, D. C.....	Frame.. do.....	30 by 50 67 by 83	One story.....
77	Jones, Alfred.....	1st and L Sts. NW.....	Brick... do.....		Two stories and basement.
90	Logan, John A.....	3d and G Sts. NE.....	do.....	70 by 84	do.....
124	Lovejoy, Elijah P.....	12th and D Sts. NE.....	do.....	142 by 82	do.....
98	Payne, Daniel A.....	15th and C Sts. SE.....	do.....	80 by 81	do.....
134	Simmons, Abby S.....	Pierce, between 1st St. and New Jersey Ave. NW.	do.....	80 by 80	do.....
24	Smothers' Annex <sup>5</sup> .....	Benning Road.....	Frame..	25 by 50	One story.....
56	Smothers.....	do.....	do.....	25 by 50	do.....
Thirteenth division:					
79	Ambush, Enoch.....	L, between 6th and 7th Sts. SW.	Brick... do.....	70 by 84 do.....	do.....
3	Anacostia Road <sup>6</sup> .....	Anacostia, D. C.....	Frame.. do.....	25 by 45 67 by 83	do.....
78	Bell, George.....	1st, between B and C Sts. SW.	Brick... do.....		Two stories and basement.
74	Birney Annex.....	Rear Nichols Ave., Hillsdale, D. C.	Frame.. do.....	40 by 60	Two stories.....

<sup>1</sup> Used as an annex to building No. 8.<sup>2</sup> Abandoned.<sup>3</sup> Part of Garnet School site.<sup>4</sup> Building demolished.<sup>5</sup> Increased by cost of additional ground included.

## cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size o site. <i>Sq. feet.</i> 47,321	Value of site.	Cost of building.	Total cost.
Furnace.....	1903	4		\$3,000.00	\$23,849.00	\$26,849.00
Steam.....	{ 1868	20	16,481	16,481.00	40,000.00	56,481.00
.....do.....	1896 1871	10	11,984	25,156.00	70,000.00	95,156.00
Furnace.....	1891	8	15,000	9,000.00	26,000.00	35,000.00
.....do.....	1884	8	13,240	6,600.00	23,495.00	30,095.00
Stoves.....	1865	1	21,780	150.00	600.00	750.00
Furnace.....	1898	8	30,000	7,650.00	29,083.13	36,733.13
Stoves.....	1883	1	43,560	900.00	2,700.00	3,600.00
Furnace.....	1911	2	12,500	1,000.00	24,577.82	25,577.82
.....do.....	{ 1868 1877	11	8,640	6,900.00	18,000.00	24,900.00
Stoves.....	1867	1	21,780	1,089.00	500.00	1,589.00
Steam.....	1880	12	28,480	22,800.00	35,000.00	57,800.00
Furnace.....	1889	8	14,400	16,200.00	24,540.00	40,740.00
.....do.....	1902	8	18,000	13,500.00	36,855.00	50,355.00
Stoves.....	1865	2	43,560	3,500.00	1,200.00	4,700.00
.....do.....	{ 1871 1882	10	18,150	9,075.00	17,428.00	26,503.00
Furnace.....	1909	16	47,250	23,345.00	101,654.93	124,999.93
.....do.....	1893	8	(*)	(*)	26,118.00	26,118.00
.....do.....	1890	8	12,000	11,000.00	26,067.00	37,067.00
Stoves.....	1864	1	21,780	100.00	400.00	500.00
.....do.....	1867	.....	21,780	100.00	(*)	100.00
Furnace.....	1882	8	9,653	10,600.00	20,000.00	30,600.00
Stoves.....	{ 1888 1892	2	15,000	600.00	2,750.00	3,350.00
Furnace.....	1909	4	43,470	3,471.34	26,334.00	29,855.34
.....do.....	1896	8	9,600	10,560.00	26,296.00	36,856.00
Stoves.....	1896	2	7,200	3,600.00	2,604.38	6,204.38
Furnace.....	1889	8	14,866	11,100.00	25,396.00	36,496.00
.....do.....	1891	8	9,125	8,486.25	26,513.75	35,000.00
.....do.....	{ 1872 1901	12	5 21,072	8,500.00	68,054.59	76,554.59
.....do.....	1896	8	8,480	4,240.00	22,695.00	26,935.00
.....do.....	1903	8	16,658	9,886.00	52,000.00	61,886.00
Stoves.....	{ 1864 1874	2	(?)	(?)	* 1,000.00	1,000.00
.....do.....	1886	2	21,780	900.00	3,135.00	4,035.00
Furnace.....	1889	8	11,000	11,750.00	23,885.00	35,635.00
Stoves.....	1864	1	43,560	1,310.00	600.00	1,910.00
Furnace.....	1889	8	11,920	9,536.00	25,609.00	35,145.00
Stoves.....	1889	4	(*)	(*)	* 2,000.00	2,000.00

\* One room used for cooking and carpentry and one room for grades.

? Part of original site.

\* Estimated.

\* Part of original Birney site.

Name, location, description, and

No. of building.	Name.	Location.	Style of building.	Size.	Description.
127	Thirteenth division—Con. Birney, James G. ....	Nichols Ave., Hillsdale, D. C.	Brick....	Feet. 80 by 80	Two stories and basement.
109	Bowen, Anthony.....	9th and E Sts. SW.....	do.....	70 by 92 <sup>1</sup>	.....do.....
148	Cardozo, Francis L., sr.	I, between Half and 1st Sts. SW.	do.....	82 by 84	.....do.....
106	Garfield, James A. <sup>1</sup> ...	Garfield, D. C. ....	Frame....	131 by 88	Two stories.....
158	Garfield, James A. ....	do.....	Brick.....		Two stories and basement.
63	Giddings, Joshua R. ....	G, between 3d and 4th Sts. SE.	do.....	70 by 84	.....do.....
20	Hillsdale 4.....	Nichols Ave., Hillsdale, D. C.	Frame....	62 by 34	Two stories.....
18	Lincoln, Abraham....	2d and C Sts. SE.....	Brick....	75 by 68	Three stories and basement.
16	McCormick, Hugh <sup>2</sup> ....	3d, between M and N Sts. SE.	do.....	55 by 55	Two stories and basement.
28	Randall, Eliza G. ....	1st and I Sts. SW.....	do.....	90 by 72	Three stories.....
126	Syphax, William.....	Half, between N and O Sts. SW.	do.....	81 by 85	Two stories and basement.
Total.....					

<sup>1</sup> Building razed to the ground at end of school year, 1909; additional ground purchased in 1910.<sup>2</sup> Part of site of old Garfield school No. 106.<sup>3</sup> Increased by cost of additional ground included.

NOTE.—This table does not include portable buildings.

cost of school buildings owned—Continued.

How heated.	When erected.	No. of rooms.	Size of site.	Value of site.	Cost of building.	Total cost.
Furnace.....	1901	8	<i>Sq. feet.</i> 43,560	\$2,500.00	\$37,911.05	\$40,411.05
.... do. ....	{ 1867 1897 }	8	10,555	10,600.00	27,129.63	37,729.63
.... do. ....	1907	8	43,375	13,500.00	46,328.67	59,828.67
.... do. ....	{ 1837 1896 }	146,362	\$3,702.05	( <sup>1</sup> )	\$3,702.05	
Furnace.....	1910	12	( <sup>2</sup> )	.....	\$91,504.02	91,504.02
.... do. ....	1887	8	20,526	\$9,132.00	24,952.00	34,084.00
Stoves.....	1871	4	41,832	1,700.00	5,000.00	6,700.00
Steam.....	1871	12	11,600	17,400.00	20,000.00	37,400.00
Furnace.....	1870	4	13,575	4,395.00	7,000.00	11,395.00
.... do. ....	1876	12	9,088	5,500.00	40,000.00	45,500.00
Steam.....	1901	8	19,030	5,754.00	39,237.00	44,991.00
				2,263,752.75	5,787,752.09	8,051,504.84

<sup>1</sup> Used for manual training and cooking schools.<sup>2</sup> Reduced by abandoning two rooms.<sup>3</sup> Used for manual training, cutting, and fitting.